



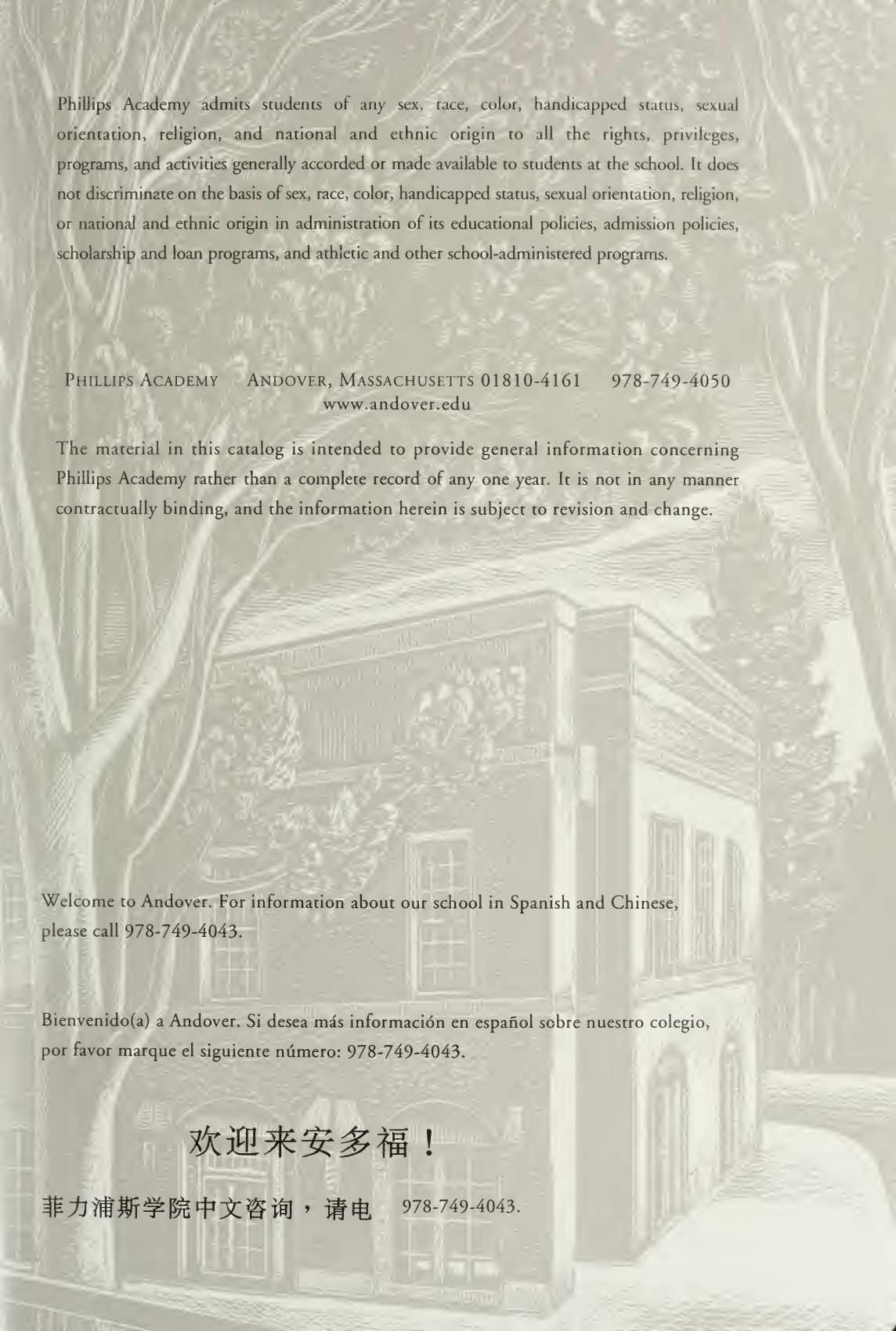
Phillips Academy  
**ANDOVER**





*This book belongs to:*





Phillips Academy admits students of any sex, race, color, handicapped status, sexual orientation, religion, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, handicapped status, sexual orientation, religion, or national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

PHILLIPS ACADEMY    ANDOVER, MASSACHUSETTS 01810-4161    978-749-4050  
[www.andover.edu](http://www.andover.edu)

The material in this catalog is intended to provide general information concerning Phillips Academy rather than a complete record of any one year. It is not in any manner contractually binding, and the information herein is subject to revision and change.

Welcome to Andover. For information about our school in Spanish and Chinese, please call 978-749-4043.

Bienvenido(a) a Andover. Si desea más información en español sobre nuestro colegio, por favor marque el siguiente número: 978-749-4043.

欢迎来安多福！

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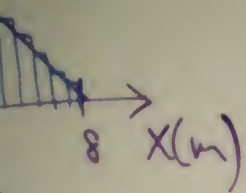
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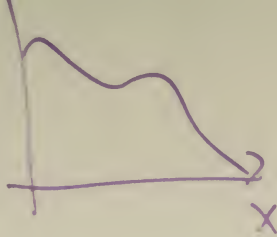
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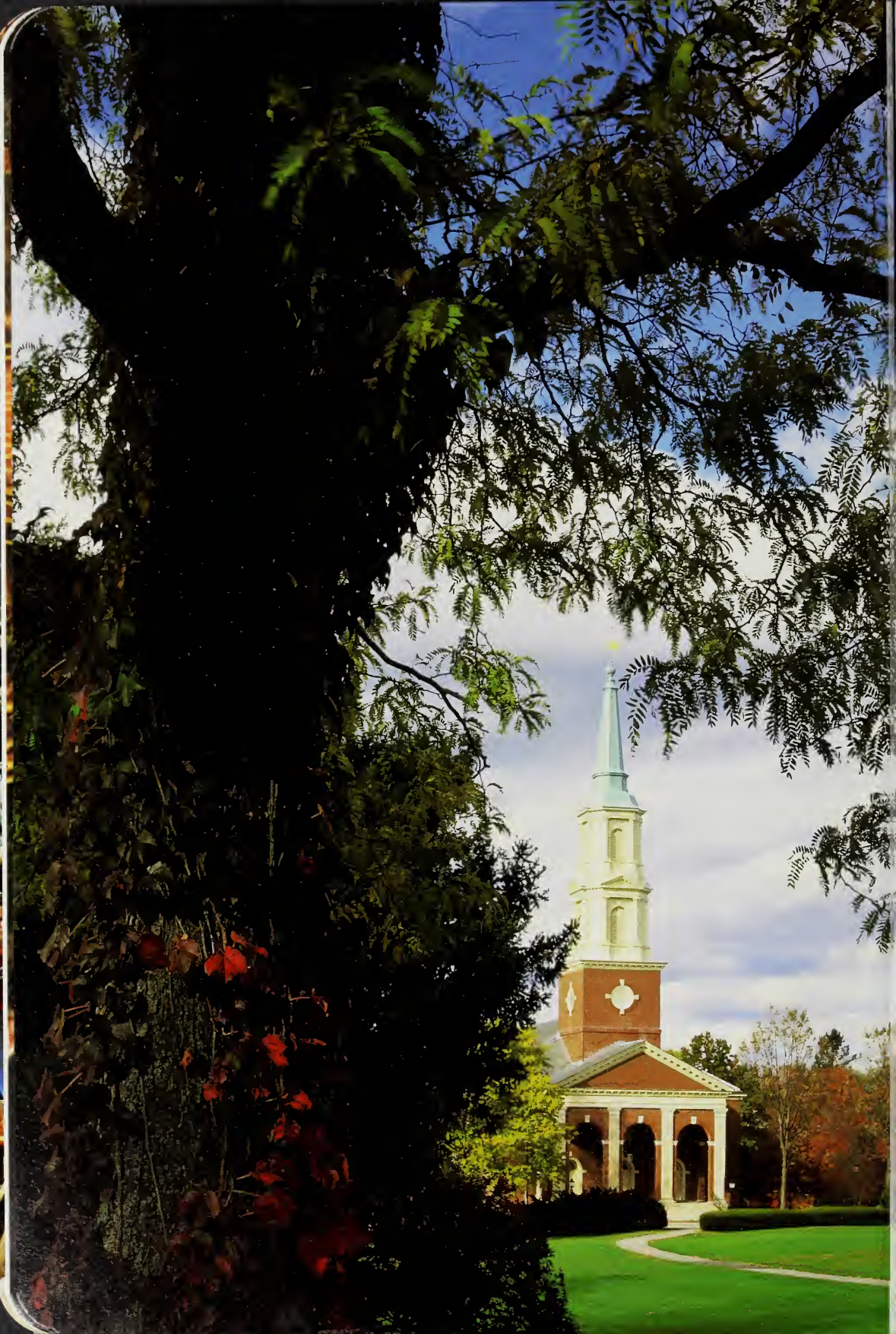


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## PART ONE: WELCOME TO ANDOVER



tudents often talk about “my Andover” in very personal ways, sharing moments that characterize a culture of community support. Their stories come to life in unexpected ways, and many times embody our founders’ motto of *non sibi*, not for self. What will your Andover look like?

*“I remember moments when non sibi became more than just some Latin words. It became Tucker House sacrificing their common room so two kids from Louisiana could have a place to call home. It became Jared helping me with my physics homework at 11 p.m., even though he had a Chinese test the next day. It became Mrs. Chase waiving tuition for 18 students from the Gulf Coast. Non sibi has become a way of life, and now it’s my turn to pass it on.”*

—Alan Wesson '07, Harvey, La.

*“While the school does work to better the future lives of each student, it is also preparing us to enter a field in which we can make a positive difference. I think speakers such as Dr. Paul Farmer and Ralph Nader come with the hope that they can convince the students to follow their lead in active public service. With the legacy of Andover comes the responsibility to use our opportunities in an unselfish manner.”*

—Rebecca Agostino '07, Andover, Mass.



## GREETING FROM THE HEAD OF SCHOOL

Barbara Landis Chase



In our contemporary world, there are few places that provide a strong sense of community to the people who live and work in them. Phillips Academy students and faculty have found just such a place. The author John Gardner writes, "The traditional community could boast generations of history and continuity. Only a few communities today can hope to enjoy any such heritage." Andover's 230-year history creates the kind of continuity that is, indeed, rare in American secondary schools or in institutions of any kind. We invite you to experience this community as you come to know Andover through the process of applying for admission.

Andover was founded during the American Revolution on the principle that it would be open to "Youth from every quarter" and with the motto *non sibi*, which means "not for one's self." These ideas have created a shared culture of respect for and service to others that has endured for two centuries.

Today, we are proud of an \$12.8 million financial aid commitment which helps to make those ideals a reality for more than 41 percent of our students. Students at Andover do indeed come "from every quarter" of the globe and society. In September, more than 300 new students will join the Andover community from places including Arizona and Louisiana, West Virginia and Montana, South Africa, India, and the Czech Republic. They will be welcomed by returning students from California and Canada, Jamaica and Japan, Maine and Michigan. Once here, they immerse themselves in activities that are rarely available at the high school level. Students may study organic chemistry in a new state-of-the-art science center, Chinese language and culture, architecture or archaeology. They may act in a theatre production under the direction of a Broadway playwright, study writing with award-winning authors, join the fencing or Ultimate Frisbee team, write for the nation's oldest secondary school newspaper, or participate in world-class math, science, and music competitions.



In all this, students are guided by faculty members who are immensely talented and committed to their fields. They are accomplished authors, poets, athletes, scientists, mathematicians, linguists, historians, musicians, and, above all, mentors to their students.

We are now challenging ourselves to find exceptional students in places we have not explored before; to reassess our academic program to ensure its flexibility and rigor; and to recruit and retain the most talented faculty, who inspire young people seeking their knowledge and guidance. We strive to bring the world to this very American institution so that our students will one day be prepared to give back as global citizens.

These goals follow the recent success we have had developing programs that enable our students to get the most out of our rich academic and extracurricular offerings. We reduced the size of the student population and built additional faculty apartments in a number of dormitories to lower the residential student-teacher ratio from 20:1 to 12:1. Our largest dorms have only 42 students; our smallest just four—figures that highlight the variety of our living options.

We adjusted the daily schedule to increase the time for advising and bolstered the development of critical reading and analytical writing by restructuring the ninth- and 10th-grade programs. Teachers are also collaborating on new interdisciplinary courses that address the most challenging and pertinent questions facing our global society from multiple yet complementary perspectives. We have also developed opportunities for seniors to do independent projects as a culminating academic experience. All of these steps have increased the sense of community on Andover Hill and more clearly illuminated the path toward academic excellence.

Underpinning the academic and social life of Andover is a network of policies, programs, and services which provide spiritual, psychological, and medical support necessary for the development of well-balanced adolescents living away from home.

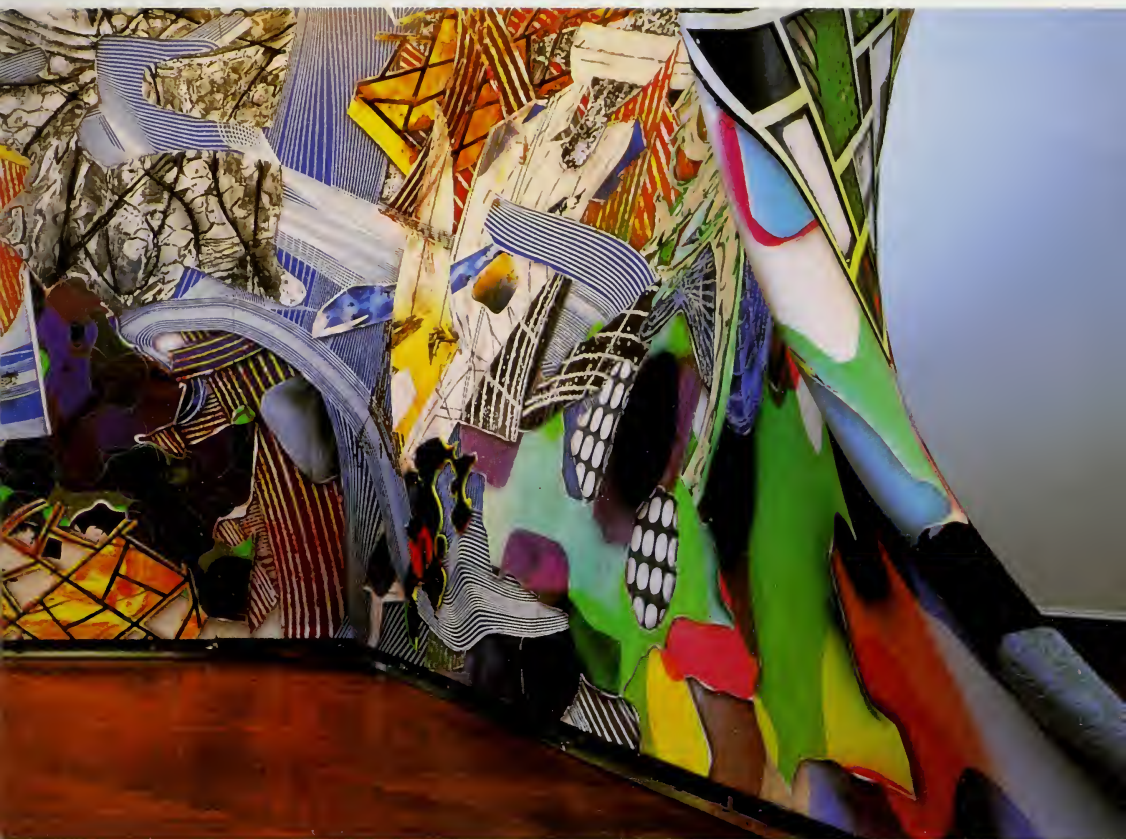
Whether you visit the campus or come to know Phillips Academy and its long tradition only through this catalog and an interview with a representative alumnus or alumna, we hope the exploration will be an enriching and intriguing experience. Welcome.



*"Non sibi at Andover is simply a way of life. Even with busy and hectic schedules, students never forget to give back to others and the community. Most students participate in some kind of community service during their time at Andover. And even beyond these formal activities, students bring non sibi into their daily routines. Whether opening the door for someone or helping a classmate with a difficult homework problem, students perform actions that are 'not for oneself' every single day."*

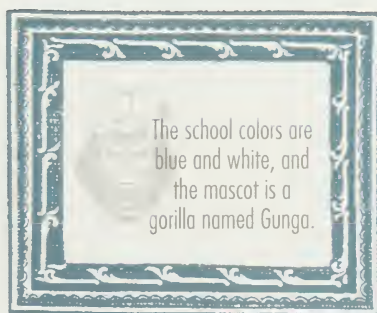
*—Alicia Keyes '09, Concord, Mass.*





*"My transition to Andover was made a lot easier because of my prefects and house counselor. During the first few days, there were a lot of dorm meetings with Mr. Cutler to discuss what had gone on during the day, which let me know that he was really interested. Our prefects shared their wisdom at informal meetings up in their room. From then on, I knew my dorm would be a great home away from home."*

*—Kyle Ofori '09, Wooster, Ohio*



## INTRODUCTION

Jane Foley Fried, *Dean of Admission*



Applying to secondary school can be quite an adventure as you study the schools that interest you and embark on an admission process in which you will be asked to write and talk about yourself. What will you write? Who are you now?

You know the things you have accomplished so far—the academic classes you have taken, the service you have performed in your community, the sport or art you’ve worked at so hard, the moments when your family needed you and you gave of yourself. But what of the future? The admission process will give you a chance to celebrate who you are, but it will challenge you to think about who you may yet become. What are your needs, and what are your desires? What are your current interests, and what might just interest you that you have never even considered before? Do you have dreams, and where can you reach them?

If you are going to leave your home or your hometown school for a boarding school, you will want to choose a school that meets your needs and desires and that you will not outgrow, but that will grow with you through your high school years.

We are delighted you have taken an interest in Andover. This historic school is known for the breadth and depth of its curriculum and co-curriculum and for the enormous variety of experiences we offer. The faculty and students here have gathered from cities and suburbs and tiny towns and villages all over this country and the world in order to pursue their dreams together. Our campus is large, but the cluster system of neighborhoods provides the support found in schools a quarter of our size.

### HISTORIC TIMELINE



The town of Andover, Massachusetts, is incorporated in 1646.



On **April 21, 1778**, Phillips Academy is founded far boys by 26-year-old Samuel Phillips Jr. Phillips Academy at the outset accepted boys of varying ages and first enrolled



13 students. The Phillips Academy Constitution states that the students must be able to read English to be admitted.

In Phillips Academy's first class of **1778** is six-year-old Jasiah Quincy, who grows up to be the mayor of Boston and president of Harvard.

In **1780, 8 a.m.** devotional exercises are required of all students.





Andover is a coeducational boarding school for students in grades nine through 12 and postgraduates. We welcome approximately 200 ninth-graders, 75 10th-graders, 20 11th-graders, and 30 one-year seniors (12th-graders and postgraduates) each year. The admission process begins with filling out the Candidate Statement, Part One of the application, located in the pocket at the back of the catalog or fill out online at [www.andover.edu](http://www.andover.edu). (Click on Admission and select “Fill out the Candidate Statement, Part One,” under Admission Information.)

Andover is a unique school, and this catalog is unique as well. From the voices of the faculty and students and the resources of the Academy’s archives and museums, we’ve created text, graphics, and a timeline, beginning on the previous page, of notable moments in the school’s history. The companion *Course of Study* describes our 300 academic courses in detail. Together, these documents should give you a good sense of Andover’s rich history, exceptional program, and community spirit. We take great pleasure in introducing you to Andover as we anticipate the great pleasure of learning more about you.

If you are able to come to campus for an interview, please visit us in the Shuman Admission Center. (See page 176 for directions.)

## ANDOVER

The school’s name is Phillips Academy, but most people call it Andover, the name of the picturesque town in northeastern Massachusetts in which the school is located.

A year after Harvard does, Andover adds French to the curriculum in 1781.

In 1781 Phillips Exeter Academy is founded by John Phillips, Samuel Phillips’ uncle.



Paul Revere, known as the best craftsman of metals in Boston at the time, is commissioned in 1782 to

make the Phillips Academy Seal. Around the symbol of a rising sun and a hive of industrious bees, he engraves the educational faith of Andover’s founders—“The end depends upon the beginning.” The founders’

religious and patriotic commitment to the common good is symbolized by the second motto on the silver seal, *non sibi*, meaning “not for one’s self.”





## STATEMENT OF PURPOSE



hillips Academy, a residential secondary school, seeks students of intelligence and integrity from diverse cultural, racial, socioeconomic, and geographic backgrounds.

The school's residential structure enables faculty to support students in their personal, social, and intellectual development. The academic program fosters excellence in all disciplines within the liberal arts tradition. Faculty members guide students in mastering skills, acquiring knowledge, and thinking critically, creatively, and independently. The school strives to help young people achieve their potential not only intellectually, but also artistically, athletically, and morally, so that they may lead responsible and fulfilling lives.

The Academy is committed to establishing a community that encourages people of diverse backgrounds and beliefs to understand and respect one another and to be sensitive to differences of gender, ethnicity, class, and sexual orientation. In its programs, the school seeks to promote a balance of leadership, cooperation, and service, together with a deeper awareness of the global community and the natural world.

Andover's 1778 Constitution charges the Academy to prepare "Youth from every quarter" to understand that "goodness without knowledge is weak . . . yet knowledge without goodness is dangerous." This obligation challenges students in mind, body, and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.

*This revised version of the Statement of Purpose, voted by the faculty in winter 2000, reaffirms the Academy's goals set forth in the Constitution of 1778.*



In 1783 Howell Lewis, a Virginian, is one of the first adventurous students from outside New England to attend Phillips Academy. He is the nephew of George Washington.



President George Washington stops at Phillips Academy in 1789 during his tour of New England. Washington addresses the school and holds an informal reception, which he attends on horseback.



# ELIPHALET PEARSON



*Roll the round century's liveliest years away,  
Call from our storied past their earliest day  
When great Eliphalet (I can see him now—  
Big name, big frame, big voice, and beaming brow).  
Then young Eliphalet—ruled the rows of boys  
In hallowed gown or old-world cockneys,  
And, save for fashion's whims, the benches show  
The self-same youths, the very boys we know.*

he boys who took their places on the hard benches in the old joiner's shop were not harassed by the intricacies of a complex curriculum, or by the problem of choosing among seductive optional courses. The schedule of work prepared by Preceptor Pearson included only Latin, Greek, a little—a very little—mathematics, and some reading in religious treatises.

They complained of being obliged to get by heart passages from *Cheer-up*, or *Short Introduction to the Latin Tongue*, one of the standard textbooks. Much of this, as he confessed, he was unable to understand.

Every, though ready, was not tenacious, and the rule being that there was no advance until the first book was completed, I was kept in the







Phillips Academy, founded in rural New England during the Revolutionary War, speaks today to the richness of many traditions and is testimony to the dreams and aspirations, viable still, of its founders. Although it has been coeducational only since 1973, the recognition of the importance of education for both young men and young women was present at the beginning.

In 1778, Samuel Phillips and his wife, Phebe, made a “bargain.” If she would move from Cambridge to Andover to help him in establishing Phillips Academy, he would afterward join her in founding an academy for girls. And so the commitment was made and the educational endeavor begun.

On April 21, 1778, the *Constitution* of Phillips Academy was signed. Both Samuel and Phebe Phillips died before her dream of a girls’ school could be realized, but not before the dream could be handed on to willing hearts. In 1828, Phillips Academy trustees and other Andover residents met with Mme. Sarah Abbot to plan the school that would open its doors on May 6, 1829, as Abbot Female Academy, one of the first schools in New England to be founded for young women.

Each school in the years that followed remained faithful to the commitments made in its constitution: “to enlarge the minds and form the morals of the youth committed to its care.” Each had a long and rich life and witnessed its students’ growth, both in self-discovery and in service to others. And in 1973, Samuel and Phebe Phillips’ bargain was realized anew as Phillips Academy and Abbot Academy merged and created a distinctive coeducational institution that combined the best of both traditions. “*Finis origine pendet*,” the Academy seal affirms. The end does indeed depend upon the beginning.

—Jean St. Pierre

*Instructor in English and Theatre, Emerita*

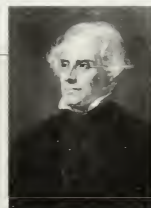
*Abbot Academy*

*Phillips Academy*



Elipholet Peorson is Phillips Academy’s first headmaster.

In 1789 the first scholarships from John Phillips are recorded “in consideration of further promoting the virtuous and pious education of Youth.”



Samuel F. B. Morse, inventor of the telegraph and originator of the Morse Code, graduates in the Class of 1805.

In 1805 the initial instruction in writing, music and the rudiments of mathematics are required.

















## AN OVERVIEW

### CAMPUS

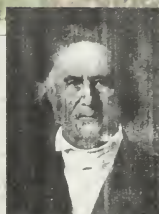
Phillips Academy's 500-acre campus rolls across a hilltop in the town of Andover, Massachusetts, about 21 miles north of Boston and about the same distance west of Salem, Gloucester, and the sea. Elm-shaded paths crisscross campus lawns and quadrangles that lead to more than 150 buildings, including the Addison Gallery of American Art, the Oliver Wendell Holmes Library, and the Robert S. Peabody Museum of Archaeology.

A map of the campus can be found in the pocket at the back of the catalog.

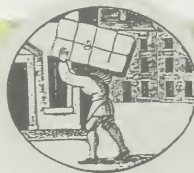
### RESOURCES

The school's endowment of approximately \$775 million (as of June 30, 2007) supports student scholarships and tuition, maintenance of the campus, academic programs, and the Academy's faculty. Among the school's resources are 598 dormitory rooms, 109 classrooms, an astronomical observatory, more than 200 computers, a video and electronic imaging center, language and music laboratories, a licensed radio station streaming audio online, 24 extensive science laboratories and classrooms in the new Gelb Science Center, an 80-acre bird sanctuary, 35 art and music studios and practice rooms, a state-of-the-art theatre complex, three gymnasiums, a swimming pool, 18 playing fields, 18 tennis courts, two dance studios, an all-weather track, Phelps Stadium, and a state-of-the-art skating complex that features two skating rinks, dedicated locker rooms for both varsity and junior varsity hockey teams, a training room, and a heated viewing area.

In 1808 the Andover Theological Seminary is founded on property adjoining Phillips Academy.



Headmaster John Adams adds the study of Thucydides and Herodotus to the curriculum in 1810.



In 1811 William Goodell walks 60 miles from his home to attend Phillips Academy, carrying his trunk on his back.



## THE FACULTY

Andover has 217 full-time and part-time faculty members who hold, among them, 40 Ph.D., 122 master's degrees, and two J.D. Extraordinarily talented in their fields of expertise, they are committed educators who offer guidance and support not only in the classroom, but in all aspects of their students' development, including athletic ability, social skills, multicultural awareness, and ability to make moral decisions. Because classes average only 13 students and the school's overall student/faculty ratio is 5 to 1, Andover's talented faculty, 95 percent of whom live on campus, are able to guide their young students effectively.

## STUDENTS: "YOUTH FROM EVERY QUARTER"

Andover's 1,094 students, nearly equal numbers of boys and girls, come from 46 states and 24 countries, and each brings to campus a treasure of experiences and traditions to share. Of many different religions and cultures, the students are partners in a multicultural community that has been celebrating diversity for more than 200 years. Informally, in conversations on campus and simply by living and studying together, our students constantly teach each other about their backgrounds and cultures. Formally, the school's Office of Community and Multicultural Development sponsors dozens of lectures, films, special programs, and cultural celebrations throughout the year.

About 10 percent of the student body is international;

34 percent of the student body is comprised of students of color.

Forty-one percent of Andover's students receive need-based financial aid.

## AN OVERVIEW

### ANDOVER'S GRADES HAVE UNUSUAL NAMES:

9th-graders are called **juniors**. As the school's youngest members, juniors have a special academic and residential program designed to guide them successfully through their first year.

10th-graders are called **lower-middlers or lowers**. Lowers, too, have a special program, the Life Issues curriculum, a series of classes with topics ranging from peer relations to community work.

11th-graders are called **upper-middlers or uppers**.

12th-graders and postgraduates are **seniors**.

Much could I tell you that you know too well;  
Much I remember, but I will not tell;  
Age brings experience; graybeards oft are wise,  
But oh! How sharp a youngster's ears and eyes!

From *The School-Boy*  
by Oliver Wendell Holmes  
Class of 1825

In 1814 graduation ceremonies at the end of the year are instituted and Wednesday afternoons are reserved for declamations.



Bulfinch Hall, designed in the style of Charles Bulfinch, is built in 1819.

Discussion begins in 1820 on the course of study necessary to prepare for college. Twenty subjects are studied, 13 of which are in Latin and Greek.



In 1825 Oliver Wendell Holmes, poet, literary leader, and doctor, graduates from Phillips Academy. Holmes immortalized Bulfinch Hall, "the classic hall," in his 1878 poem *The School-Boy*.



## CLUSTERS: "COMMUNITIES WITHIN A SCHOOL"

The cluster system of five communities within a school, each a neighborhood on the campus, is the heart of Andover's campus life. Designed to create opportunities for close student-faculty contact, clusters give students the advantages of a small residential community. Each cluster of about 220 boarding and day students and 40 faculty families is led by a cluster dean and is a microcosm of the school as a whole, including students from all backgrounds with all sorts of interests. Student orientation, intramural sports, weekday social functions, Blue Key activities, and discipline are all organized by cluster. During the course of the school year, each cluster takes on its own distinct personality and spirit. (Cluster affiliations do not affect academics, extracurricular activities, or interscholastic athletics.)

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The five clusters, organized by the geographic locations of their member dorms, are Abbot, Flagstaff, Pine Knoll, West Quad North, and West Quad South.



### The Blue Key

The Blue Key organization is in charge of the opening of school student orientation as well as Andover's school spirit. Its members, energetic seniors, have been known to paint their faces vivid shades of blue for the Andover-Eliot football games.



"Do females possess minds as capable of improvement as males?" is the subject of the 1827 Philomathean Society debate.



On May 6, 1829, Abbot Academy, one of the first educational institutions in New England to be

founded for young women only, opens its doors. Founded by Sarah Abbot, it has 70 girls in its first class. The school thrives and ultimately merges with Phillips Academy in 1973. Its vision: "a commitment to basic

intellectual training and moral guidance, resistance to passing fashion, and—above all—a respect for the importance of women in American society."



*"It was one of the best feelings in the world to get back my first two-page English paper and see that my teacher had written two pages of comments. I was so happy to know that someone cared about how I could improve as a writer. Finally there was more than just a grade."*

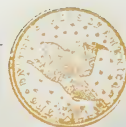
*—Emily Cokorinos '08, Tenaflly, N.J.*

The Teachers' Seminary at Phillips Academy is established in **1830** to provide general education for non-college-bound students.



Samuel Francis Smith writes the lyrics to "America" ("My Country, 'Tis of Thee") in **1832** while living in the house on Main Street now known as Americo House. It has been used as a dormitory by the Academy since 1919.

Frederick Law Olmsted, famed landscape architect and designer of Central Park in New York City, graduates in **1838**.



In **1840** the cost of tuition for one term is \$6, a fee "which is remitted to indigent students."





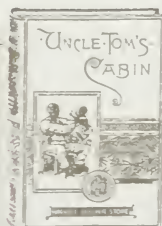
*"New students have to bring their confidence. At Andover, you have to take risks. There are so many great things here at the school, but you will never experience them if you stay contained and never step outside the box and broaden your horizons. You have to believe in yourself here, and everything else will take care of itself."*

—William Sherrill '07, New York, N.Y.

The Teachers' Seminary at Phillips Academy becomes the English Department and coordinates with the Classical Department in 1842.



In 1850 the school's first gymnasium is founded.



In 1852 Colvin Stowe and wife Harriet Beecher Stowe arrive in Andover. He is a professor at the Andover Theological Seminary and she has just finished writing *Uncle Tom's Cabin*. Harriet begins to hold social events that are



criticized as leading to "dissipation for the students."













## PART TWO: UNIQUE CAMPUS RESOURCES



33

### THE ADDISON GALLERY OF AMERICAN ART



In 1930, when Thomas Cochran, Class of 1890, gave to the school the Addison Gallery of American Art, he wrote that he wished his gift “to enrich permanently the lives of the students of Phillips Academy by helping to cultivate and foster in them a love for the

beautiful.” Serving as both a nationally recognized museum and an educational resource for the school and the region, the Addison enriches the life of Phillips Academy and the community in many ways. The museum’s holdings are world-renowned and include works by, among others, John Singleton Copley, Benjamin West, Thomas Eakins, Winslow Homer, James A. McNeill Whistler, Walker Evans ’22, Edward Hopper, John Sloan, Alexander Calder, Hans Hofmann, Georgia O’Keeffe, Robert Frank,



Winslow Homer, *Eight Bells*, 1886, oil on canvas,  
Addison Gallery of American Art

Jackson Pollock, Frank Stella ’54, Jasper Johns, Andrew Wyeth, and Sol LeWitt.

The Addison serves Andover’s students and the public with 12 to 15 exhibitions each year. Recently the museum presented *Models as Muse: Roderick Buchanan, Christine Hiebert, Jennifer and Kevin McCoy, and David Opdyke*. The museum’s well-loved ship model collection was featured alongside the work of five contemporary artists who were commissioned to create installations inspired by the models. In line with the museum’s interdisciplinary educational approach, faculty were



invited to present scholarship and performances that touched on the history, science, and literature of American sailing ships.

This year the Addison celebrated its 75th anniversary with an exciting array of exhibitions and events highlighting its remarkable collection, its dedication to teaching, and its innovative programming. In the fall the Addison organized *Jennifer Bartlett: Early Plate Work*, the first museum exhibition of this renowned artist's early work, as well as *Coming of Age: American Art, 1850s to 1950s*, a selection of the museum's extraordinary collection of paintings from this important era in American art, which was complemented by a day-long symposium that brought together six renowned art historians from across the country. The year culminated with the major retrospective exhibition *William Wegman—Funney/Strange*, which the Addison organized and which traveled to New York, Washington, D.C., and Florida.



Top: Roy DeCarava, *Graduation Day*, 1949 gelatin silver print, Addison Gallery of American Art. Below: John Sloan, *Sunday Women Drying Their Hair*, 1912, oil on canvas, Addison Gallery of American Art.

During a typically busy month, students visit the gallery to reinforce the concepts they are studying in history, English, science, art, and languages classes. Edward E. Elson artists-in-residence, such as William Wegman, share their artistic processes and personal visions. Students interact with exhibitions as diverse as *Wendy Ewald: American Alphabets*, photographic work created by this Abbot Academy alumna and her student collaborators from around the country, and *An Impressionist Legacy: Lawrence's White Fund Paintings*, a collection of American and European paintings given to the White Fund to benefit the citizens of neighboring Lawrence. In addition to hundreds of PA students who use the Addison annually, more than 6,000 public school students from Lawrence and other area cities and towns visit the ever-changing exhibitions each year.



The first female head of Abbot Academy, Nancy J. Hasseltine, arrives in 1854. She strengthens the curriculum and

manages the school's business affairs. The July trustee report says, "We regard it as a prominent peculiarity and excellence of this school that the pupils are taught to think for themselves."

The overage is one faculty member for every 79 students at Phillips Academy in 1855.



Richard T. Greener is the first African American student to graduate from Phillips Academy, Class of 1865. He goes on to become the first block graduate of Harvard.



## THE OLIVER WENDELL HOLMES LIBRARY

At the hub of Andover's intellectual life is the Oliver Wendell Holmes Library, named after the famous physician, poet, and wit, who was a member of the Class of 1825. The building contains the Academy's main collection of more than 120,000 volumes and is home to more than 200 years of Phillips Academy archives and several special collections. The library subscribes to 250 current American and foreign-language serials, provides access to thousands of additional journals through full-text electronic databases, receives several daily newspapers from throughout the country, and has an extensive microform collection. The OWL, the library's Web-based automated catalog, also provides access to material at the Brace Center for Gender Studies, the Addison Gallery of American Art, the Robert S. Peabody Museum of Archaeology, and the William B. Clift Jr. Record Library, and to the collections of 27 other libraries through membership in the NOBLE Consortium. Because of Andover's strong academic tradition, the library's mission includes responsibility for teaching students how to retrieve and evaluate information rapidly and simply in all formats. The building, open more than 80 hours each week to support student and faculty study and research, features wireless access, open stacks, an 18-station electronic resource center and loaner laptops, seminar rooms, faculty research carrels, and a number of classrooms.



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Particular treasures in the Oliver Wendell Holmes Library are the Jansson Atlas, printed in Amsterdam in 1657, the papers and books of Dr. Holmes, and one of the world's leading collections of Vergiliana.

My cheek was bare of adolescent down  
When first I sought the academic town;  
Slow rolls the coach along the dusty road,  
Big with its filial and parental load;  
The frequent hills, the lonely woods are past,  
The school-boy's chosen home is reached at last.

From *The School-Boy*  
by Oliver Wendell Holmes  
Class of 1825



Shimeto Neesimo leaves Japan as a stowaway on the ship *Wild Rover* for America. He is adopted by the shipowner, on Andover trustee, and takes on the

name Joseph Hordy Neesimo. In 1867 Neesimo graduates from Phillips Academy, later from the Andover Theological Seminary. Neesimo becomes the first

Japanese to be ordained a Congregationalist minister. He returns to Japan and founds Doshisha University, now the largest private university in Japan.



## THE ROBERT S. PEABODY MUSEUM OF ARCHAEOLOGY

Founded in 1901 through the bequest of Robert S. Peabody (PA 1857), the Peabody Museum was established as a place for students to discover “sciences such as archaeology.” During its 100+ years at the vanguard of the development of American archaeology as a discipline, the Peabody pioneered field techniques that included the use of carbon-14 dating, convened the formative meeting of the Society for American Archaeology, and served as a model for compliance with the Native American Graves Protection and Repatriation Act of 1990. Its approximately 600,000 objects, photographs, documents, and reference materials represent diverse indigenous cultures in the Americas and reflect more than 12,000 years of culture history. These collections support curricula in history, biology, language, math, art, and English and provide community service and research opportunities. The Peabody sponsors two summer expeditionary learning projects: Pecos Pathways, a three-week cultural exchange between Andover students and teens from the Pueblo of Jemez, N.M.; and the Andover-Labrador project, which engages Andover students and Innu teens in central and coastal Labrador. The museum also collaborates with the Spanish department on a monthlong summer culture and language immersion/archaeology tour through Mexico and Belize, and other academic departments in the design of new interdisciplinary curriculum. New courses include *Human Origins* and *Dig This: Unearthing the American Past*, developed with the biology and history departments, respectively.

## THE BRACE CENTER FOR GENDER STUDIES

The Brace Center for Gender Studies, in historic Abbot Hall, provides resources for the study of gender issues, enhancing and strengthening Andover as a coeducational institution. The center sponsors lectures, films, and forums on adolescent growth and development and the influence of gender on individual achievement. It houses an extensive lending library of books on gender-related topics. Each year, the center provides research grants to faculty and student fellows who present their findings in public forums. Presentations have included “Simone de Beauvoir: *The Second Sex* at 50, Coeducation at 25”; “Cracking the Morse Code: Deciphering Patterns of Enrollment and Success in Mathematics at Phillips Academy”; “Identity: An African American View”; and “Innovations in Music Education: The Contributions of Julia Crane and Eleanor Smith.”



The formation of the Abbot Alumnae Association occurs in 1871 upon the suggestion of Miss Phebe McKeen.

In 1871 “Uncle” Samuel Taylor, headmaster of Phillips, dies on the steps of the chapel while entering for morning service.



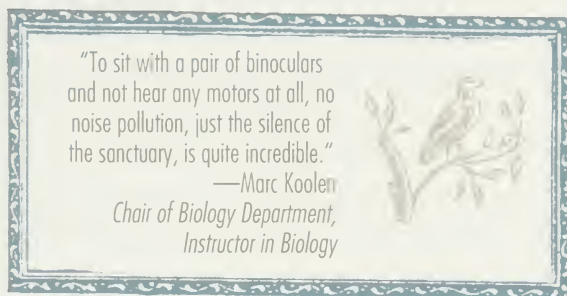
Modern foreign languages are introduced into the classical department in 1872.

In 1873 the Abbot *Courant* is founded as Abbot’s history and literary magazine.



## THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is an 80-acre tract of rare beauty on the northern end of campus. Dogwood, azalea, rhododendron, and laurel provide a succession of bloom from late April to mid-June. Trails wind around two ponds and through extensive natural wild areas and are used all year long by hikers, bird watchers, cross-country runners, mountain bikers, cross-country skiers, and the Academy's Search and Rescue program.



## RESOURCES IN TECHNOLOGY

Every student is provided an e-mail account, a private telephone line, a personal voice mailbox, and a PANet account. PANet, the Academy's Intranet, provides a virtual community in which students, faculty, and staff can share their works and ideas. PANet offers the Blackboard suite of products, which is used by most colleges and universities. It includes such features as Internet access, online courses, streaming media, Web-based e-mail, campus information and announcements, discussion groups, and online file storage.

Andover's state-of-the-art fiber optic computer network provides high-speed computer access to more than 75 academic, administrative, and residential buildings on campus. Network access is available to all students in their dormitories, as well as through the public Technology Learning Centers (TLCs) on campus that house more than 200 computers, and are staffed by professionals who provide assistance to students and faculty. A wireless network is also available in the Oliver Wendell Holmes Library, in all academic buildings, and in some selected administrative buildings.

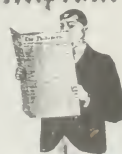


The arrival of Cecil F. P. Bancroft as headmaster at Phillips in 1873 marks the beginning of the "modern" Andover. During Bancroft's tenure the student body increases from 262 to more than 400 pupils.



In 1875 the four-year Classical course is introduced at the school.

### The Phillipian.



In 1877 *The Phillipian*, the official student newspaper of the Academy, is established. One of the oldest school newspapers

in the country, it is still published every Friday of every school year.



## THE PHILLIPS ACADEMY COMPUTER CENTER

The Phillips Academy Computer Center (PACC), located in the library's lower level, is the Academy's primary computing facility. Open more than 70 hours each week, the PACC is available to students, faculty, and staff for their individual use, while classes in nearly all academic subjects are held in the computer seminar rooms. An evolving hub of electronic technology, the PACC houses more than 90 Windows and Macintosh computers and contains a variety of other equipment, such as high-resolution scanners and high-speed laser printers. Technical staff members provide assistance to users, and handouts or software manuals are available as references for every software package.

## THE FRANCES YOUNG TANG THEATRE

The Frances Young Tang Theatre in George Washington Hall is a highly sophisticated, 350-seat flexible courtyard theatre that can be reconfigured to accommodate proscenium, three-quarter, or arena-style stagings. The theatre boasts a computerized light board and digital sound system and is complemented by a second, "black-box" theatre and a classroom theatre studio. The three theatres are supported by a large scenery shop, a costume shop, and two makeup and dressing rooms.

## THE AUDIO VISUAL CENTER AND KEMPER AUDITORIUM

The Audio Visual Center has two multimedia classrooms that support DVD, VHS, dual-slide projection, CD, video projection, and Internet access. Digital cameras and digital camcorders are available for student use. Kemper Auditorium is a 214-seat theatre that supports DVD, 16mm projection, VHS, laser disc, and other video formats. Kemper Auditorium possesses surround-sound technology with a unified remote-control system for complete environmental control.




**BEAT  
EXETER**

In 1878 Phillips celebrates its 100th birthday. In honor of the occasion, Oliver Wendell Holmes reads his poem *The School-Boy* at the Centennial Celebration.

1878 marks the first year of the Andover-Exeter athletic competition.



In November, Andover plays its first football game against Exeter (*and wins*), beginning the long athletic rivalry between the two schools.



In June 1892, the first two women are elected to the Board of Trustees of Abbot Academy. They are Mrs. Frances Kimbrell Horlow and Mrs. Henrietta Leoroyd Sperry.



THE POLK-LILLARD CENTER FOR VIDEO AND ELECTRONIC IMAGING

The Polk-Lillard Center for Video and Electronic Imaging is capable of importing, creating, manipulating, and exporting professional graphics and state-of-the-art electronic imagery. Students have access to 21 G4 Macintosh computers, as well as color printers, scanners, software packages designed for photo manipulation and processing, digital camcorders, nonlinear professional editing systems, and digital cameras.

THE LANGUAGE LEARNING CENTER

The first fully digital facility in the country, the Language Learning Center has served the students and faculty of the Division of World Languages since 1996. On the leading edge of educational technology, the center delivers interactive instruction in seven languages. Students use film, sound, text, and the Internet to enhance their language learning. Many of the materials in the LLC have been created by Andover teachers, and consequently are tightly integrated with our curriculum and approach. Students often use technology to produce their own projects, from research papers to presentations to films.

“For language teachers and students, the big news is the Language Learning Center. It is revolutionizing my teaching. This may be one of those rare instances in which increased efficiency also leads to deeper and broader learning.”  
—Peter Merrill, *Head of the Division of World Languages,*  
*Instructor in Russian*

THE WILLIAM B. CLIFT JR. RECORD LIBRARY

The William B. Clift Jr. Record Library offers students the opportunity to examine pieces of music closely using computer-based CD analysis software. With the center’s integrated Korg Triton MIDI keyboards and computer technology, students are also able to compose and revise original musical pieces. The library’s enormous collection of classical, rock and roll, blues, jazz, reggae, country, and hip-hop music, plus musical scores, sound effects CDs, comic routines, and much more is available to the entire campus.



In 1893 Abbot introduces college prep courses and strengthens the classical studies program.



The year 1899 sees the first Abbot Field Day, when “young ladies gathered joyfully to take part in sports.”



In 1901 at Phillips Academy, the required morning chapel begins at

7:50 a.m., a year’s tuition is \$100, and a student can generally expect to pay about \$3 a week for food. Many students coming from a distance board with local families in the town of Andover for about \$4 a week.







## PART THREE: THE ANDOVER EDUCATION THE FACULTY



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**I**n their commitment to various fields of expertise, and in their readiness to engage and guide the students, Andover's 217 faculty members create a vital and exciting atmosphere on campus. They challenge their students, yet are compassionate; they encourage mastery of detail and set high standards, yet enable dreams to flourish. In classrooms and concert halls, on athletic fields and community service outings, in science laboratories and cyberspace, and over meals in Commons, Andover faculty members instruct, encourage, and inspire their students. In the dormitories, where faculty serve as house counselors, there is teaching and learning. Graduates often return to campus to speak of the thorough preparation for excellence they received and the impact that Andover teachers had on their lives. This is made possible by dedicated faculty and the enormous pride they take in all that their students attempt and accomplish. Indeed, it is this generous and spirited exchange between those who want to learn and those who love to teach that makes the Academy a special place for both faculty and students.

*For a complete list of Andover's faculty and faculty emerit/ae, please see page 161.*

His was the charm magnetic, the bright look  
That sheds its sunshine on the dreariest book;  
A loving soul to every task he brought  
That sweetly mingled with the lore he taught.

From *The School-Boy*  
by Oliver Wendell Holmes  
Class of 1825



*"Because their teachers write, students at Andover learn that writing is a process that involves constant practice and an enduring cycle of revision, and they emerge with an aesthetic and a skill that their professors in college recognize as Andover's."*

*—Jon Stableford '63  
Chair, English  
Department;  
Instructor in English*



*"Our students can fully engage in the process of doing science: they can pose questions, make observations, and test new ideas. At all levels, from introductory to the most advanced independent research projects, students have the facilities, technology, and instruction to help them reach for the stars in their exploration."*

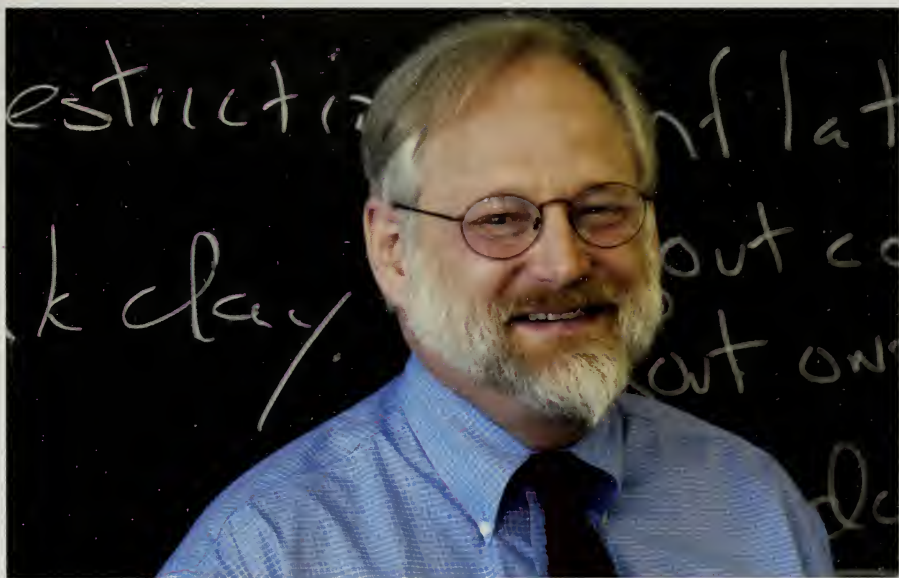
*—Trish Russell  
Head, Science Division  
Instructor in Biology and Physics*





*"Andover's trimester system and flexible curriculum allow new students to enter the math program at any level for which they are ready. From beginning algebra to linear algebra and multivariate calculus and beyond, Andover has the program to meet students where they are and take them as far as they want to go."*

*—Suzanne Buckwalter  
Chair, Mathematics Department;  
Instructor in Mathematics*



*"Our students begin by responding to questions we pose to them. By the end of their time here, they're doing what real historians do: developing their own questions, conducting their own research, writing—and sometimes publishing—their own historical essays. I begin as their teacher; I end as their research assistant."*

*—Victor Henningsen '69  
Instructor in History*



*"When we hear the old story that girls aren't as good in science as boys, we think, 'What are these people talking about?' That's just not true at Andover. In an advanced chemistry class, 10 of the 17 students were girls. Four of the top five grades went to girls. And their projects! Winnie Chan, for example, taught nuclear magnetic resonance spectroscopy to the class. What can I say? It was fantastic."*

*—Temba Maqubela, Instructor in Chemistry  
Dean of Faculty*



The Borden Gymnasium is  
dedicated in 1902.



The Robert S. Peabody  
Foundation of Archaeology  
Museum opens in 1903.  
Now the Robert S. Peabody  
Museum of Archaeology, it  
holds more than 400,000  
objects representing  
indigenous cultures  
in the Americas.





*"I have especially benefited from the small class sizes and the probing style of teaching used at Andover. Both the small classes and the way in which teachers prod through a student's beliefs, opinions, and knowledge have helped provide for lively and engaging class discussions."*

—Yoni Gruskin '07, Englewood, Colo.



Brathers' Field is completed  
in spring 1903.



Field hockey is introduced  
at Abbat Academy in  
1903 and the first com-  
petitive game is played a  
year later against Bradford  
Academy. By the 1940s,  
Abbat women will partici-  
pate in field hockey,  
basketball, tennis, skiing,

skating, gymnastics,  
softball, track, archery,  
lacrosse, horseback riding,  
and dance.



The first Rhades scholar, a  
former Phillips Academy  
student, is chosen in  
1904.



*"Five minutes into my first class, when I realized it was going to be taught only in Russian, I wondered if I had made a good choice. However, by the end of that class I knew it was going to be great and that my teacher, Mr. Svec, was one of a kind. Mr. Svec makes learning fun, whether we are practicing grammar, reciting dialogues, or reading stories. Now I can't imagine being at Andover without taking Russian."*

*—Carly Rauh '10, Andover, Mass.*

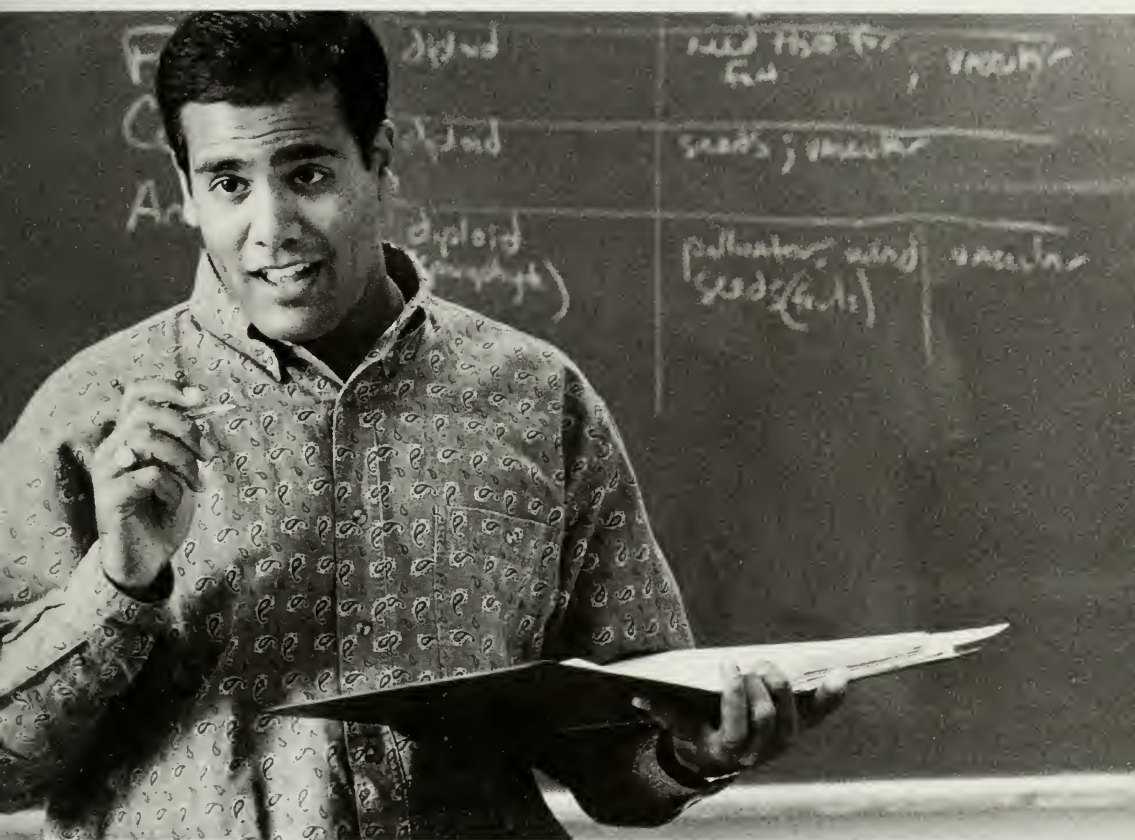


Williams Hall is acquired in 1910 as a dormitory for ninth-graders.



Miss Bertha Bailey becomes headmistress of Abbot in 1912 and rules the girls' school "with an iron hand." It was during her tenure that the first international students arrived at Abbot from China, Japan, Greece, and Brazil.





*"Had I remained at my public high school, I never would have had the opportunities that I received at Andover. I represented PA as one of 75 students selected from across the entire world to attend the Research Science Institute at MIT. I took linear algebra and vector calculus with Dr. McHugh, conducted methylmercury research in a chemistry independent project with Dr. Stern, and wrote a paper on Russian voucher privatization with Dr. Shaw."*

—Prateek Kumar '07, Latham, N.Y.



Benjamin Spack, future pediatrician, author, and authority on child-rearing practices, graduates in the Class of 1921.



The Memorial Bell Tower is constructed in 1923 in memory of Phillips Academy graduates who lost their lives in World War I.



Andover celebrates its 150th anniversary with gala events May 18–19, 1928. President Calvin

Coolidge attends and delivers a speech praising the democratic nature of the Academy. Coolidge's cigar stub from the event is preserved in the Academy archives.





## TEACHING AND LEARNING: THE ACADEMIC PROGRAM



Andover's academic program offers a strong and broad foundation in the arts, humanities, mathematics, and natural sciences. The Academy's extensive and rigorous curriculum, along with its varied approach to teaching, not only prepares students superbly for college, but instills in them a lifelong love of learning.

Between the ages of 14 and 18, students make significant leaps in their cognitive development. Andover varies its teaching methods to suit these developmental stages and to present effectively the material and methods of inquiry specific to each discipline. Quickly paced introductory courses provide the structure and guidance necessary for young learners to build basic skills and to handle progressively more difficult material. At the same time, students who are exceptionally capable in certain areas of study are encouraged to enter the curriculum at advanced levels.

For advanced students, Andover provides extensive elective offerings, with courses beyond the college entrance level. Before they graduate, students may do research with recombinant DNA, study the calculus of vector functions and quantum mechanics, take a seminar in existentialism or economics, compose a major musical work, or direct a play.

Our dynamic faculty members reject the rigid orthodoxy of a single teaching method in favor of techniques that suit the material at hand. Students find themselves in small class discussions one day and in a group project the next; they conduct research, prepare and present demonstrations, and question guest lecturers; they think, write, compute, experiment—in short, they learn to examine the world from many points of view. The result is a vibrant program of education, rooted in a philosophy of learning by doing, that is constantly renewing itself as we debate pedagogy, review and adapt offerings, revisit syllabi, and integrate new technologies.

Beyond the classroom, a rich array of extracurricular activities offers





unparalleled opportunities for development of skills and talents. Numerous student publications showcase creative, scholarly, and journalistic writing and editing. Artistic skill blossoms through dozens of musical, theatrical, and dance performances each term. Clubs enable students to explore new areas of interest and to sharpen skills in such areas as debate, mathematics, politics, and languages. Teachers and students model for each other a commitment to inquiry and performance that makes Andover a true community of learners. Inside the classroom and out, the academic energy is palpable.

The following pages provide information about each academic department. Courses and diploma requirements are described in the *Course of Study*.

#### FLEXIBLE PLACEMENT

Initial placement in math, science, and foreign language varies according to the level of accomplishment each new student exhibits upon arrival. Flexibility in course offerings permits those with particular ability in these areas to move forward at a pace that makes the best educational sense for them. As students progress, they are presented with increasing choice so they may fashion a largely individualized program in the senior year.

Attending a master class with a world-renowned visiting artist, musician, poet, or scientist is a transforming experience. When Grammy award-winning jazz trumpeter Wynton Marsalis came to campus, for example, he spent an afternoon working with members of the Academy's Jazz Band, teaching them subtleties of African drumming rhythms and how to blow on a brass instrument to produce different effects. Later that night, the students performed a much-improved version of Duke Ellington's "Ko-Ko" on the same stage as Marsalis's electrifying jazz quintet. "The students were thrilled to have the attention of someone with Wynton Marsalis's skill and reputation," said music instructor Peter Cirelli.







## COURSE LIST

Visual Studies  
 Visual Studies for Juniors  
 Visual Culture  
 Ceramics  
 Photography  
 Drawing  
 Sculpture  
 Video  
 Video and Computer Animation  
 Computer Media  
 Painting  
 Architecture  
 Mixed Media Printmaking  
 Filmmaking  
 Woven Structures and Wearable Art  
 Rosebud: The Restless Search for an  
 American Identity (Interdisciplinary)  
 A Hard Rain: An Interdisciplinary  
 Senior Seminar  
 Intro to Digital Photography  
 Art History  
 Art, Artifacts, and Culture  
 Advanced Studio Art  
 Extensions of Mankind

Work spaces in the Elson Art Center include a fully equipped wood and metal shop, painting studios, two complete photography labs, printmaking facilities, four video-editing rooms, an architecture studio, four visual-studies studios, and a computer-graphics studio. The ceramics studio is in nearby Benner House.

## ACADEMIC DEPARTMENTS

## ART

The art department courses involve students in the creative process and help them explore artistic thinking. The *Visual Studies* course, the cornerstone of the visual arts curriculum, teaches students the visual vocabulary necessary to understand the language of images. Elements such as texture, shape, line, rhythm, and color are topics for discussion and assignments in drawing, photography, and collage. Computer graphics and video projects are included to encourage students to consider the impact of design and the significance and complexity of sequential and motion media imagery. The introduction to visual literacy will help demystify the experience of looking at images and will make available to Andover's students the vast wealth of art that transcends time and cultural boundaries. Students who wish to pursue several terms of art can choose from a wide variety of courses taught by a faculty of nine practicing artists. Exhibitions by faculty and

visiting artists, along with access to the remarkable collection at the Addison Gallery of American Art, enhance the studio experience.



The year 1930 sees a great deal of construction: The original library is completed and named after Oliver Wendell



Holmes. Thomas Cochran founds the Addison Gallery of American Art in the hope that "If Andover students could be surrounded by beautiful things, their lives would

be immeasurably enriched." Today the gallery holds a collection by renowned artists including Winslow Homer, Thomas Eakins, Georgia O'Keeffe, Jackson Pollock, and Frank Stella '54.

A fifth level of English literature instruction is added at Andover in 1932, focusing on British and American literature.



## COURSE LIST

Etymology

Greek Literature

Classical Mythology

Courses in Latin and Greek

are listed under the

Division of World Languages.

## CLASSICAL STUDIES

Four full-time members of the classics department teach courses in classical studies and in classical languages designed to provide students with a broad introduction to classical civilization through history, literature, mythology, and etymology. Additionally, through the study of Greek, the department offers students a direct entry into Greek literature.

Students master the Greek alphabet easily in the first few class meetings and quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin.



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The Cachron Chapel, given by Thomas Cachron, Class of 1890, is built in 1932 and extensively renovated in 1998. A superb example

of neoclassical architecture, the chapel continues today as a gathering place for school events and as a center for a pluralistic religious community.



In 1933 Cloude Fuess becomes the 10th headmaster and brings about curriculum revisions, emphasizing breadth and variety: four years of history are required in order to increase an awareness

of the Western world; four years of science are required; and art and music appreciation courses are added to the curriculum.



## COURSE LIST

An Introduction  
Writing to Read, Reading to Write  
The Story of Literature  
The Seasons of Literature  
Shakespeare  
American Studies for International Students  
Writing Through the Universe of Discourse  
James Joyce  
Strangers in a Strange Land  
Gothic Literature: Living in the Tomb  
Children in Literature:  
Growing Up in a Changing World  
Being, Thinking, Doing  
Cinema Symbiosis  
Media Studies: A Journey  
Through the Looking Glass  
Great Themes from America:  
Land, Conflict and War, Family  
Literature of the Civil War  
Fresh Fiction: Advanced Writing Workshop  
Creative Writing: Poetry and Fiction  
Welcome to the Apocalypse  
Longest Novel Ever Written  
Brazilian Cultural Studies (Interdisciplinary)  
Writers in Depth  
Modernism Across the 20th Century  
Adapting Shakespeare  
The American Dream in Literature and Film  
Last Acts: Remember Me?  
Troubling Literature: Contesting Authority  
Rosebud: The Restless Search  
for an American Identity (Interdisciplinary)  
Advanced Shakespeare  
The Short Novel: Risk and Romance  
Nonfiction Writing  
Creative Writing  
Feasts and Fools:  
Revelers and Puritans in Literature and Life  
A Hard Rain:  
An Interdisciplinary Senior Seminar  
Playwriting  
Literature of Travel Writing  
History and the Novel  
The Novel After Modernism  
Gender Roles in Contemporary World Fiction  
Politics, Subversion, and the Heroic Tradition  
in Children's Literature  
An Introductory Survey of  
African American Literature  
Journalism  
Contemporary American Poetry  
Contemporary Caribbean Literature  
Atomic America:  
American Literature 1945–Present

## ENGLISH

The English department believes students should accumulate reading and writing skills that are reinforced over the years as they encounter increasingly sophisticated forms of writing in their own work and the works they read. At the heart of this endeavor is the department's conviction that expression in language is intrinsic to the development of young adults. The English department curriculum first introduces students to the joys of reading and writing, and then invites the students to refine those skills as they enhance their ability to develop a voice and enrich their appreciation of other voices.

In *English 100: An Introduction*, students experiment with forms of writing ranging from personal narratives to pragmatic arguments and initial critical analysis, mostly in the form of journal entries. The literature highlights the journey, encouraging students to explore with the characters the adventures encountered in stories real and fictional.

In *English 200: Writing to Read, Reading to Write*, students study expository writing in the fall, poetry and short fiction in the winter, and a longer novel in the spring. Throughout the year, they study the relationships between form and

In 1935 an adult education program called the Andover Evening Study Program is sponsored by Phillips Academy.

In 1939 music lessons for credit ore first offered at PA.





## COURSE LIST

### ARABIC

Beginning Arabic

### CHINESE

Beginning, Intermediate,  
and Advanced Chinese

Stories in Modern Chinese

Communication in Modern Chinese

### FRENCH

Beginning and Intermediate French

French Civilization

The Francophone World

The Francophone Presence  
in the U.S.

French Literature

Advanced Conversation

History of France

Advanced Placement in language

Advanced Placement in Literature

Modern Literature

### GERMAN

Beginning, Intermediate,  
and Advanced German

Advanced Placement in Language

### GREEK

Beginning and Intermediate  
Classical Greek

Third Year Classical Greek:  
Iliad and Odyssey

Fourth Level: Philosophy and History,  
Tragedy, Lyric

content in both their own writing and the writing of published essayists, poets, dramatists, novelists, and short-story writers.

In *English 300: The Seasons of Literature*, students study the literature of tragedy, comedy, romance, and satire and write about it in a variety of rhetorical modes; in the spring they study Shakespeare. In the elective program, students are invited to select from among two dozen electives each term. The students learn about the philosophical underpinnings of major works as those works reflect elements in critical literary history.



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## DIVISION OF WORLD LANGUAGES

A faculty of 26 teachers in the Division of World Languages offers Andover students many choices. Ancient languages offered are Greek and Latin, the source languages of Western thought and literature. Modern languages offered are Chinese, French, German, Japanese, Russian, and Spanish. Emphasis is on the spoken word, and the target language is the means of all communication in the Western-language classroom. The learning of skills in the first two years leads to a third year of structure review and topical study in literature and civilization. With this foundation, many students choose to move into more specialized areas. At all levels of study,



In the mid- to late-1940s war-related courses are added to the curriculum, including navigation and meteorology.



## JAPANESE

Beginning, Intermediate, and  
Advanced Japanese

AP Language and Culture

## LATIN

First Year Latin

Second Year Latin

Third Year Latin: Readings in  
Sallust, Livy, Cicero, and Catullus

AP Latin: Vergil

AP Latin: Horace, Catullus

## RUSSIAN

Beginning and Intermediate Contemporary  
Russian

Conversation and Composition

Composition and Russian Classical Literature

The Russian People: Their Heritage  
and Literature

## SPANISH

Beginning and Intermediate Spanish

Intensive Language Practice

Readings in Spanish

Spanish for the Bilingual

Conversation and Composition

Current Events and Multimedia Approaches  
to the Hispanic World

Contemporary Spanish  
and Spanish-American Literature

Film and Narrative

Current Issues in the Spanish-Speaking World

Advanced Placement in Literature

Advanced Placement in Language

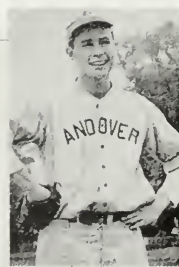
Hispanics in the U.S.

A Literacy Program: Teaching and Learning  
in a Hispanic Community

students supplement their course work with video and audio materials, computers in the Language Learning Center, and with such activities as theatrical performances, radio shows, cultural festivals, language tables in the dining hall, visits by performing groups, and occasional trips to special events in Boston and at nearby schools and universities.

Students interested in pursuing two languages should consult with the head of the division.

In upper-level courses, students can prepare for Advanced Placement examinations in language and literature and can qualify to take advanced courses when they enroll in college. Superior students may carry out independent projects under careful guidance, or they may enroll in a post-Advanced Placement course. All other languages offer introductory and intermediate courses, with opportunities for acceleration.



Future president George Bush graduates from Phillips Academy in 1942. The captain of the varsity baseball team, Bush is voted in the yearbook as "best all-around fellow" and is called "Pappy" by his classmates.



## COURSE LIST

World History to 1550  
 The Early Modern World  
 United States History  
 Modern European History  
 Introduction to Economics  
 Comparative Government  
 International Relations  
 East Asia  
 Africa and the World  
 The Middle East  
 Economics II  
 Issues in Economics  
 Issues in Gender Relations  
 Nuclear Power and Weapons:  
 Proliferation and Response  
 The Great War, 1914-1919:  
 Triumph and Tragedy  
 Expansion and Indian Policy in 19th Century  
 America: "Kill the Indian, Save the Man"  
 Six Lives of the 19th Century: Searching for  
 Salvation in the Fight Against Slavery  
 American Popular Culture  
 Disease and Medicine in the U.S.:  
 Pox and Pestilence (Interdisciplinary)  
 Introduction to Latin America  
 Topics in European History  
 Europe in Turmoil: The Interwar Years  
 and the Second World War  
 The Founders and Their World  
 Brazilian Cultural Studies (Interdisciplinary)

## HISTORY AND SOCIAL SCIENCE

Courses in history in the junior and lower years emphasize major themes in world history and teach skills and concepts essential to the study of history and social science, thus preparing students for more advanced courses in the field. In the upper year, most students study U.S. history. Seniors may choose from a variety of area histories: East Asia, Africa, Middle East; or from social science courses: *Introduction to Economics*, *Comparative Government*, or *International Relations*. A yearlong survey of modern European history is also available to seniors, uppers, and exceptional lowers. Seniors may take advanced courses such as economics, *Issues in Gender Relations*, *Nuclear Power and Weapons*, and research seminars addressing particular historical periods.

In all courses, students write extensive essays, including research papers, using government documents, newspapers, letters, diaries, and interviews, the raw materials of history. Students receive instruction as well as guidance from the department's faculty of 20 instructors.



The Andover Summer Session is inaugurated in 1942 under the direction of Wilbur J. Bender, with the participation of 197 boys.



Jack Lemmon, future film actor and Academy Award winner, graduates in 1943.

In 1944 Marguerite Hearsey, a scholar with an MA degree from Radcliffe and a PhD degree from Yale, becomes the 14th principal of Abbot Academy. Miss Hearsey asserts that students should "work for mastery of subject, not grades."



*"I was thrilled when Andover gave me the opportunity to carry out my very own research project during my senior year. In my project, I was able to test the effects of various chemical attractants on the taxis of bacteria. Everything I could have possibly needed was provided in the lab, and with each step in my experiment, I found new and interesting results. By the end of the term, I had written a paper that was a product of my own original work and that gave me immense satisfaction."*

—Archana Rajender '07, Fargo, N.D.



In 1945 the "Direct Method" of language instruction is introduced with hopes to produce linguists and not grammarians.

In October 1948, Lieutenant-Colonel John Masan Kemper is inaugurated as the 11th headmaster of Phillips Academy. Fourteen years later, in October 1962, *Time* magazine puts Headmaster Kemper on



its cover. "Kemper's gifts for hard analysis and easy leadership galvanized Andover," the article says.

In 1948 Kemper spearheads effort financed by Ford Foundation to allow well-prepared high school seniors to test out of lower level courses in college; this leads to establishment of the Advancement exams by College Board in 1954.



The total cost for student to attend Phillips Academy in 1949 is about \$2,150.



*"Phillips Academy allows me to expand my musical horizons in directions I never thought possible. As a pianist and composer, I have been inspired by my musical peers as they perform everything from African spirituals to Latin jazz to Tchaikovsky's Valse-Scherzo. Any time of the day, I can find students who are willing to collaborate with me on ideas for an improvisation or a performance."*

*—Maxwell Meyer '08, Spearfish, S.D.*

H  
Y

The 1950 senior class  
sends 64 students to  
Harvard and 46 to  
Yale.

Abbot  
Academy  
celebrates its 125th  
anniversary in 1954.



Frank Stella, now a  
famous abstract  
artist, graduates in the  
Class of 1954.





*"I absolutely loved serving on Student Council this year. The group organized special student-faculty dinners, updated and produced a 30-page information booklet for students, and received over \$20,000 in grants and gifts to redecorate the student mailroom area. We also met with various administrators, giving valuable feedback on topics such as academic requirements, athletic options, and the residential education program. It was great working not only with students but also faculty members and administrators who cared so much about improving the school."*

—Danny Silk '07, Lowell, Mas.

In 1954 Beth Chandler Warren becomes the first African American woman to matriculate at Abbat Academy.

НОВЫЙ ГОД

In 1955 the Russian language is first taught at Phillips Academy.



In 1955 the first full-time male teacher is hired at Abbat Academy, and Mary Crane, a widow with four small children, is appointed as the head of Abbat.

In response to a national teacher shortage, the Andover Teaching Fellow Program is inaugurated in 1955 to recruit and train young men for the teaching profession.



*"Living in a dorm extends your family to anywhere from four to 40 other people. You learn to share your space and get to know some really interesting guys. I also enjoy the relationship I have with my house counselor. We can go downstairs whenever his door is open to talk about anything from sports to schoolwork. In the spring, he barbecues almost every weekend so we can all eat together."*

*—Matthew Sternberg '08, Nashville, Tenn.*



Abbot Academy beanies  
with symbols of gargoyles  
and griffins, circa 1930s-  
1950s.





### COURSE LIST

Elementary Algebra  
Algebra Review  
Geometry  
Algebra Consolidation  
Geometry and Precalculus  
Intermediate Algebra  
Precalculus  
Elementary Functions  
Precalculus-Trigonometry  
Probability  
Discrete Mathematics  
Analytic Geometry  
Advanced Mathematics  
Calculus  
Advanced Placement Calculus  
Advanced Placement Statistics  
Honors Mathematics Seminar  
Linear Algebra  
Calculus of Vector Functions  
Computer Programming:  
Beginning, Intermediate, and Advanced

### RECENT INDEPENDENT PROJECTS

- Complex Analysis
- Real Analysis
- Number Theory
- Combinatorics
- Group Theory
- Fourier Transforms
- Topology
- Field Theory

## MATHEMATICS

The 27 members of the mathematics department teach a curriculum built around a core sequence of elementary algebra, geometry, intermediate algebra, and precalculus. The department also offers many elective courses, including elementary and multivariable calculus, analytic geometry, probability, statistics, computer science, linear algebra, and vector analysis. More than one-third of all mathematics is taken electively, much of it in preparation for Advanced Placement examinations in calculus, statistics, and computer science.

The department, located in Morse Hall, is equipped with computers, graphing calculators, and overhead projection equipment. Computer courses include introduction to computers and preparation for the Advanced Placement tests in Computer Science. Computer languages include Java and HTML.

At Andover, the community of students who like math is sizable. Some did advanced mathematics when they were quite young; many join the student math club and the math team, which has ranked number one in New England in several math competitions. These students share their curiosity and knowledge with their

peers and with a faculty of dedicated mathematicians who have written math textbooks and are at the forefront of curricular movements in the field.

On weeknights, an evening math study center, proctored by faculty and peer tutors, is available to all.



With the realization in 1955 that some material being taught at Andover is repeated when students enter college, Advanced Placement credit begins at Phillips Academy with a chemistry course and a fifth-level French class.



The science curriculum at Abbat is revised in 1956.

In the late 1950s the decision is made to admit the best 250 candidates regardless of their ability to pay the tuition. Phillips Academy's enrollment increases to more than 800 students.



## COURSE LIST

The Nature of Music

Jazz

Electronic Music

Advanced Electronic Music

Improvisation

Survey of Western Music History

Theory and Composition I; II; III

Chamber Music Seminar

African Drumming Ensemble

Fidelio Society

Band

Chorus

Chamber Orchestra

Private Instrument and Vocal Lessons

## MUSIC

The music department faculty consists of nine resident teacher-performers, 35 adjunct instrumental teachers, and one full-time librarian. All of the faculty are active performers in the Boston area, and most of them have graduate degrees in music. Instrumental lessons are available on all band and orchestral instruments and on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), bagpipes, African drums, and voice.

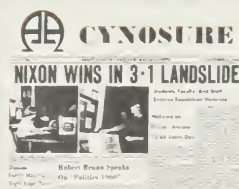
Andover offers courses in all areas of music study and for all levels of students, and sponsors 60 to 70 student and student-faculty concerts on the campus each year. The music building, the beautifully renovated Graves Hall, has three large classrooms, two large rehearsal/concert rooms, a music library (recordings, computer lab, and scores), an electronic music studio, and 19 practice rooms. Many of the concerts that involve large performing groups take place in Cochran Chapel. The basement

of Cochran Chapel houses a fully equipped rehearsal room and a library of choral music, and upstairs is one of the department's treasures, a 30-stop, double-manual, tracker-action organ.

Students of all levels can participate and perform in Andover's many musical groups. There are four orchestras: the Academy Symphony Orchestra (100 members), the Chamber Orchestra (35), Amadeus (25), and Corelli (20). The choral program is comprised of the Chorus (90), the Cantata Choir (80), Fidelio (a 15-member madrigal group), and the Gospel Choir. There is also a hand bell choir that rehearses weekly in the chapel. Wind players have multiple opportunities: the Concert Band (80), the Jazz Band (25), and smaller wind and brass ensembles. Chamber music opportunities exist for both classical and jazz musicians.

A. Bartlett Giamatti, later to become 19th president of Yale University and commissioner of baseball, graduates from the Academy in 1956.

From 1959 to 1961, Andover raises \$6.75 million for new campus facilities.



The first Abbot Academy newspaper, *Cynosure*, is published in 1960.





## COURSE LIST

Introduction to Ethics  
Perspectives on the Hebrew Bible  
Asian Religions  
Religions of the Book:  
Judaism, Christianity, and Islam  
The New Testament Perspective  
Proof and Persuasion  
Views of Human Nature  
Law and Morality  
Nonviolence in Theory and Practice  
Bioethics: Medicine  
Bioethics: The Environment  
Existentialism  
Great Philosophers  
Islamic Cultural Studies  
Global Justice  
Responses to the Holocaust

## PHILOSOPHY AND RELIGIOUS STUDIES

The Department of Philosophy and Religious Studies seeks to initiate students into three fundamental and related human quests: the search for meaning, the search for justice, and the search for the foundations of knowledge. The department's courses provide an introduction to outstanding literature in each field of study and to the skills necessary for critical appreciation of that literature. The department faculty, who believe that the distinctiveness, power, and universal features of a tradition can often be disclosed by a comparative focus, seek to help students become aware of the many voices that together inform religious and philosophical traditions. The department faculty also encourage students to engage actively in reflection on the personal significance of the questions they have chosen to explore. Thus, active class participation is an essential part of this process and of a student's grade.



In 1961 the Asian Studies program begins.



In 1964 the Andover Summer Session becomes coeducational.



In 1964–1965 the Search and Rescue program, an outdoor activity course involving kayaking, mountain

hiking, climbing, rafting, and first-aid skills, is introduced. This innovative program becomes a model for Outward Bound USA.

## COURSE LIST

Introductory Psychology

Developmental Psychology

The Brain and You—A User's Guide  
(Interdisciplinary)

## PSYCHOLOGY

The psychology department faculty consists of three doctoral-level, licensed psychologists who both teach and provide psychological counseling services. Two courses for uppers and seniors examine fundamental concepts

in the field, with particular emphasis on helping the student explore the relationship between psychological knowledge and personal growth in the context of a diverse social environment. The *Introductory Psychology* course acquaints the student with the complexity and diversity of psychological inquiry and includes as topics personality theories, research methodologies, human development, social behavior, and psychopathology. The *Developmental Psychology* course examines human growth and development from infancy through adulthood. A major component of the course involves a number of visits and structured observations at our on-campus day-care facility. Different theoretical perspectives of psychological development are examined as they relate to developmental milestones. Both courses include lectures, discussion, and reading and may involve opportunities to apply learning in community settings.



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In 1966 Andover's first Faculty Steering Committee issues its visionary report on the educational program, recommending "a broader elective program, an outward-

facing attitude toward society, and a more nurturing approach to students." The report leads to the establishment of Andover's cluster system.



WPAA, Phillips Academy's student-run FM radio station, goes on air in 1966.



## SCIENCE DIVISION

The program exposes students to a range of science that will enable them to be informed citizens and to pursue further study in those areas of science that interest them. The introductory courses provide a solid foundation for interdisciplinary or discipline-based advanced work. Electives provide opportunities for students to place their scientific knowledge in a broader context and to explore topics that are rarely encountered in a secondary school science curriculum. In fulfilling the requirement of two yearlong courses, students work individually and in groups to become active, confident questioners, problem-solvers, and experimenters. The range of course offerings allows students, in consultation with teachers and advisors, to craft a program responsive to their interests, abilities, and backgrounds.



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### COURSE LIST

Introduction to Biology  
Global Ecological Issues  
Animal Behavior  
Microbiology  
Evolution and Ecology  
Topics in Advanced Biology  
Cellular Biology  
Human Anatomy and Physiology  
Molecular Biology Research  
Human Genetics  
Ornithology

## BIOLOGY

Introductory courses give students a general background and an understanding of some of the current trends in biology.

Advanced courses permit students to study some topics in considerably more depth. The laboratory and field work in these courses give students experience with the techniques of chromatography, electrophoresis, spectrophotometry, statistical analysis, dissection, and genetic engineering, as well as qualitative and quantitative field analyses.



WASHINGTON INTERN PROGRAM

The Washington Intern Program begins for Andover students, in

conjunction with Exeter, in 1969.

$$e^{\pi i} + 1 = 0$$

In 1969 Math 55 is offered, covering topics and their application in linear algebra, multi-variable calculus, and probability.

Students who love working in the laboratory and have completed a year of biology and chemistry are invited to join the laboratory research course, where they learn state-of-the-art genetic engineering techniques and apply them to independent research projects. This course provides a unique opportunity for advanced biology and chemistry students to work in close collaboration with a faculty mentor and peers in an informal laboratory setting. Some students use the course as a springboard to further summer research work.



Opened in January 2004, the Gelb Science Center provides an ideal environment for the continuing evolution of science education at Andover. The Gelb's flexible space accommodates wide-ranging activities, enabling easy transitions from full-class discussion to small-group work, from computer to lab bench, from blackboard to state-of-the-art audio-visual system. A combination of laboratory-classrooms, laboratories, and seminar rooms for core courses is complemented by specialized and dedicated research spaces, including the molecular biology lab, the astronomical observatory, and the chemical instrumentation room. Informal study areas, offices, and meeting spaces invite out-of-class collaboration between faculty and students. Throughout, the center is equipped with wireless access to the campus computer network and the Internet.

The interdisciplinary course *Man and Society* is introduced in 1970, focusing on revolutionary Mexico and urban America, coupled with on off-campus experience.



Term-contained elective courses are introduced in 1971.



In 1971 a mainframe computer is installed in Morse Hall to begin computer education at Andover.



### COURSE LIST

Introduction to Chemistry  
College Chemistry  
Chemistry of the Environment  
Organic Chemistry  
Advanced Placement Chemistry  
Advanced Chemistry  
Spectroscopy and Chromatography

## CHEMISTRY

In the core introductory course of inorganic chemistry, students explore the central themes of all chemistry: structure, kinetics, and thermodynamics. Within this framework, topics include atomic structure, stoichiometry, gases, solids, solutions, equilibrium, electrochemistry, and nuclear chemistry, among others. Interactive lectures, chemical demonstrations, and group work help students realize how these seemingly abstract ideas are an integral part of everyone's world. Computers and calculators (for graphing, data analysis, and audio-

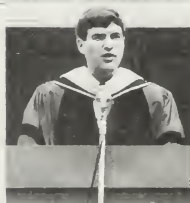
visual applications) are proving increasingly useful components in this endeavor. Investigative lab work enriches the way in which students explore chemistry and is a vital component of the program. Working alone and in groups, students probe the chemical world with a variety of tools, including top-loading and analytical balances, pH meters, spectrophotometers, and a Fourier transform infrared spectrometer.

### COURSE LIST

Environmental Science  
Meteorology  
Human Origins  
Disease and Medicine  
(Interdisciplinary)  
Forensic Science  
The Brain and You—A User's Guide  
(Interdisciplinary)

## INTERDISCIPLINARY SCIENCE

In addition to the yearlong course *Environmental Science*, which focuses on scientific understanding of the factors that influence the biosphere and considers the roles of economic forces, cultural and aesthetic considerations, ethics, and regulations in shaping our environment, the science division offers a number of term-contained interdisciplinary courses, some in cooperation with other departments across the school.



In March 1972, Theodore R. Sizer, former dean of the Harvard Graduate School of Education, is named the 12th headmaster of Phillips Academy. In *Speculations*

on Andover he says, "Andover ought to stand for the ideal of a heterogeneous school. It ought to demonstrate the special power of such for learning. Accordingly, Andover

should vigorously recruit an international student body, boys and girls of social, racial, national, and religious diversity."



PHYSICS

The physics department offers several introductory courses at various levels of difficulty. Some representative topics are mechanics, waves, heat, electromagnetism, light, and modern physics. The new 16-foot observatory dome in the Gelb Science

Center houses a research-grade telescope that can be controlled remotely via computer. This new facility enhances course work and project work. Recent projects include solar, lunar, and planetary study, astrophotography, computer simulations, and orbit analysis. The department is well-equipped with laboratory and demonstration equipment such as low-friction tracks, photogates for precise timing, cathode ray oscilloscopes for a multitude of uses, a seismograph, and computers for rapid data collection and analysis.



COURSE LIST

- Introduction to Physics
- College Physics
- Classical Mechanics
- Cosmology
- Physical Geology
- Electronics
- Advanced Placement Physics
- Relativity and Quantum Mechanics
- Physics Seminar



Past student independent projects in science have included laser transmission of information, holograms, construction of a 27-foot remote-controlled helium blimp, construction of a mag-lev train, and investigation of nanoparticles.



In 1973 Andover merges with neighboring girls' school Abbot Academy under the direction of Headmaster Sizer and Donald Gordon, headmaster of Abbot.

## THEATRE AND DANCE

The Department of Theatre and Dance offers students academic courses in all aspects of theatre and dance, practical exploration in both disciplines, and the opportunity to present their work before an audience.

In dance, students may study ballet or modern dance as an afternoon sport. Classes and dance recitals are held in a studio with a sprung floor; additionally, dance performances are scheduled throughout the year in the school's three theatres.

In theatre, students may study acting and directing; design and construction of scenery, lighting, or costumes; and theatrical theory and history. Also, hands-on instruction is constantly available in all aspects of performance and production. Classes and

performances are held in a state-of-the-art complex that includes a workshop theatre that seats 80; a "black box" theatre which, with 120 movable seats and a computerized light and sound system, is often used for student-directed performances; and a highly sophisticated, 350-seat flexible courtyard theatre that can be configured into proscenium, three-quarter, or arena-style seating. This major theatre boasts a computerized Expression light board and a digital sound system of recording-studio quality and is often used for faculty-directed productions.

In a typical school year, 30 to 40 productions are mounted either by students working for academic credit under the direction of theatre and dance department faculty or by students in extracurricular organizations. Additionally, professional guest artists in both theatre and dance come to Andover as often as possible to work shoulder-to-shoulder with students in classes and performances.

### COURSE LIST

Introduction to Acting  
Public Speaking  
Perception and Performance  
Lighting  
Costuming and Makeup  
Scene Design  
Introduction to Directing  
Advanced Acting and  
Directing Workshop  
Play Production  
Technical Production  
Theatre Theory and History  
The Creative Self  
Play Writing



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In 1973 a student penned this verse and pasted it to a door the day of the SAT test:

I think that I shall never see  
A waste quite like on SAT.  
An SAT is just a test  
to find which people guess the best.  
With paragraphs of boring lore  
penned before the Civil War.  
I think erosion is to rocks...  
and blackened in the proper box.  
For un-computer types like me  
such nonsense is on SAT.  
Poems are changed by fools like me  
but God would blow his SAT.



Dono Delony, future Emmy Award-winning actress, graduates in the first coed class of 1974.





## ADVISING AND SUPPORT SYSTEMS

*At the heart of the Phillips Academy experience are student-faculty relationships. Many of these relationships develop organically through day-to-day engagement in every venue of the campus with the shared enterprise of learning. Others are more structured to ensure that each developing adolescent is constantly offered the gifts of sustained adult attention and support. (1996 Steering Committee Report II)*



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For boarding students, the primary adult contact is a house counselor whose apartment is in the dormitory and with whom the student often forms a close personal relationship. In addition, every Andover student has an individual advisor who helps design the student's course of study and extracurricular program and follows up with biweekly meetings. Together, the house counselor and advisor work to ensure that each student is challenged but also thriving, fully involved but not overwhelmed.

For ninth-grade boarding students, advisors are assigned by dormitory. When the ninth-graders move to upper-class dorms, they are assigned permanent advisors. For ninth-grade day students and for all students who enter in grades 10 through 12, permanent advisors are assigned. The permanent advisor and student are paired until graduation, so their relationship grows as the years go by.

Additionally, every student has five or six classroom teachers, a cluster dean, and a coach or special activities supervisor (plus a college counselor for uppers and seniors) each term. These adults provide a network of support for every student at Andover. House counselors, day student advisors, and classroom teachers write to parents at the end of the fall and spring trimesters, and all Andover faculty members encourage parents to call or e-mail them with questions or turn to them for information about their sons' and daughters' progress.

## EXTRA HELP

Classroom teachers are available for extra-help sessions during the morning conference period and at other times as well for those who need additional assistance. The Academic Support Center meets with students individually to teach strategies for organizing work, managing time, and improving study skills. Tutoring in individual courses is provided through the peer tutoring program. Psychological counseling is available at the Graham House Counseling Center.

The Phillips Academy Cantata Choir and Chamber Orchestra came into existence under the direction and guidance of William Thomas and began making spring tours in 1977. Past tour

destinations have included Belgium, France, Italy, England, and many cities in the United States.

In 1978 Phillips Academy celebrates its 200th birthday with a broad array of festivities.



Donald McNemar is named the 13th headmaster of Phillips Academy in 1981.

COLLEGE COUNSELING

The College Counseling Office carefully guides uppers and seniors through the college admission process. Counseling begins in the winter of the upper year with a series of meetings to outline the 18-month cycle and to explain and demystify the process. Each student is assigned to one of six college counselors; the student and counselor meet first to review academic, personal, and extracurricular histories and goals and then to identify criteria for the development of an initial college list. Individual and group meetings continue in the fall and winter of senior year, focusing on the refinement of the list and the details of the applications themselves. As partners in the process, parents receive periodic newsletters from the College Counseling Office, are invited to on-campus programs on college admission, and are encouraged to share their ideas, insights, and concerns with their child's counselor. The College Counseling Office is committed to the proposition that finding good matches between students and colleges is the key element of the college process. Andover graduates choose colleges that cover a range of sizes, levels of selectivity, and locations. The Andover experience is valued by college admission committees at selective colleges, and many students compile records of accomplishment that make them attractive candidates at highly competitive colleges and universities. Still, college admission is increasingly competitive and there are no guarantees. The College Counseling Office's goal is to help Andover students take charge of this important rite of passage and to provide them with the tools, the power, and the information they will need to make wise choices as they plan for their future. A list of college matriculations for the 2006 graduating class appears on page 153.



The College Counseling Office maintains a library of college catalogs, financial aid information, and testing materials, and hosts a comprehensive Web site at [www.andover.edu/cco](http://www.andover.edu/cco). The office hosts several hundred college admission representatives annually, presents workshops and seminars on various aspects of the college admissions process, such as interviewing and essay writing, and advises students about the college admissions testing programs.



In 1981 the Community Service Program is developed, serving three local agencies. Today, students can participate in volunteer projects at over 25 local organizations.



The tuition for boarders in 1982 is \$7,200.



In 1986 Headmaster McNemar and the chief of foreign relations for the Soviet Ministry of Education sign an exchange program with the Novosibirsk Physics-Mathematics School

in Siberia. The program, the first of its kind for high school students anywhere in the United States, begins the following fall. Later in the decade, Nobel Laureate and peace activist Andrei Sakharov (above) visits the Academy.

## OFF-CAMPUS PROGRAMS

Several outstanding off-campus programs are available to Andover's students. Phillips Academy tuition, fees, and financial aid, however, do not cover the cost of these programs.

### SCHOOL YEAR ABROAD

School Year Abroad, an independent program under the aegis of Andover, Phillips Exeter Academy, St. Paul's School, and 23 other independent schools, offers to qualified uppers and seniors a full academic year of living and studying in China, France, Italy, or Spain. While abroad, students live with host families, participate in the activities of local athletic and social clubs, and pursue a course of study (both in English and in Chinese, French, Italian, or Spanish) under the supervision of teachers from Andover and other member schools and native teachers. School Year Abroad offers travel and all college testing and provides full academic credit, permitting students to graduate from Phillips Academy with their own class. Andover students who wish to participate must consult with their advisors or the dean of studies. Financial aid is available. For more information, please call School Year Abroad at 978-725-6828.

### SUMMER LANGUAGE PROGRAMS ABROAD

#### Summer study in Chinese, German, Japanese, and Russian

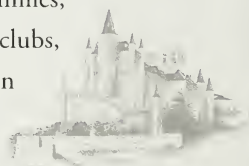
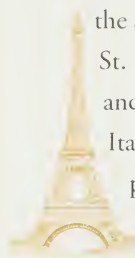
The Academy has instituted a program to support scholarships for four- to eight-week summer in-country immersion programs for 20 to 25 students per summer in the less commonly taught languages of Chinese, German, Japanese, and Russian.

#### Exchange in China

Andover students may participate in a five-week summer program with School Year Abroad in Beijing. The program consists of four weeks of intensive language study, followed by one week of travel.



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A 30,000-square-foot addition is added to the library in 1988. The library currently holds more than 102,000 volumes.



1991 sees the beginning of the \$5.3 million renovation of the art building. Now known as the Elson

Art Center, the complex is home to Kemper Auditorium; studios for painting, drawing, sculpture, photography, and other art classes; the Palk-Lillard Center for Video and Electronic Imaging; the updated Audio-



Visual Center with two fully equipped multimedia classrooms; and display areas for student work.



# SUMMER PROGRAMS

## THE PHILLIPS ACADEMY SUMMER SESSION

The Phillips Academy Summer Session offers its students academic and personal growth in a rigorous precollege setting. It provides demanding classes, invigorating afternoon activities, engaging trips to colleges, cultural and social activities, and comfortable dormitories that prepare students for collegiate residential life. More than 60 courses are offered in literature and writing, the visual arts, music, languages, computer science, mathematics, the natural sciences, philosophy, the social sciences, and English as a Second Language. The Andover Institute of Music program provides significant practice and performance opportunities with master teachers. The average class size is 14. Applicants must be graduates of the seventh, eighth, ninth, 10th, or 11th grade with a strong school record and a serious desire to spend the summer in challenging, disciplined study. Financial aid is available. Phillips Academy students may enroll in summer enrichment classes. Please call or write:



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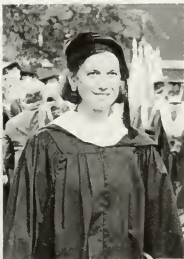


The Phillips Academy Summer Session  
Phillips Academy  
180 Main Street  
Andover MA 01810-4161  
Telephone: 978-749-4400  
e-mail: [summer@andover.edu](mailto:summer@andover.edu)  
[www.andover.edu/summersession](http://www.andover.edu/summersession)



The William W. Rosenou Fitness Center opens in 1992.

The *Life Issues* course is added to the curriculum for lowers, and the science and arts diploma requirements are expanded in 1993.



In 1994 Barbara Landis Chase becomes the 14th head of school, the first woman to hold the position.

*"Our students will need courage and compassion, a sense of balance and of humor, a commitment to work and to their families, a sure sense of themselves and a deep commitment to the community. They will need knowledge and goodness."*

—Barbara Landis Chase  
Investiture Address

The following summer program is not available to Phillips Academy students enrolled in the academic-year program but may be of interest to applicants:

(MS)<sup>2</sup>: MATHEMATICS AND SCIENCE FOR MINORITY STUDENTS

The (MS)<sup>2</sup> program offers talented African American, Latino, and Native American students who attend public school the opportunity to attend Phillips Academy for three consecutive tuition-free summers of intense math, science, and English enrichment instruction. The program only accepts applications from students during their ninth-grade year. Boys and girls are selected on the basis of their superior ability and strong interest in math and science, as well as their financial need. The goal of the (MS)<sup>2</sup> program is to prepare deserving students to attend and graduate from selective colleges and to pursue careers in mathematics, science, engineering, medicine, and related fields. If you have any questions about the program or know of a student who might be interested, please give us a call.



(MS)<sup>2</sup>

(MS)<sup>2</sup>

Fernando Alonso, *Director*

Phillips Academy

180 Main Street

Andover MA 01810-4161

Telephone: 978-749-4402

e-mail: [ms2@andover.edu](mailto:ms2@andover.edu)

[www.andover.edu/ms2](http://www.andover.edu/ms2)

新 春

School Year Abroad, long established in France and Spain, opens a similar program in Beijing, China, in 1994. The program is founded by Andover, Exeter, and St. Paul's School.

THE WORLD COMES TO ANDOVER

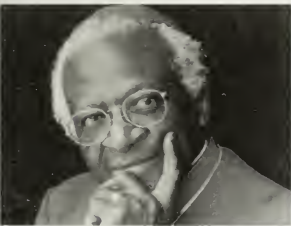
Prominent and accomplished visitors deepen the Andover experience.



ndowed lecture funds at Andover bring exciting artists, authors, journalists, poets, performers, scientists, and speakers to campus for community concerts, lectures, readings, and events every year. A number of these guests take part in intimate master classes with students, critiquing student work and offering their knowledge and insight. The following is a partial list of guests who have visited in recent years.



Chris Abani	Activist/musician/author
Julia Alvarez '67	Novelist
Bill Belichick '71	Head coach, New England Patriots, three-time Super Bowl Champs
H.G. "Buzz" Bissinger '72	Pulitzer Prize-winning journalist
Trisha Brown	Award-winning dancer/choreographer



Archbishop Desmond Tutu



Bill Belichick '71



George Bush '42

George Bush '42	41st president of the United States
Sarah Chayes '80	Former NPR war correspondent
Amy Chua	Yale law professor/author
William Sloan Coffin '42	Chaplain and social activist
Harold Decker	Former president and CEO of the American Red Cross



McKeen Hall on the Abbot campus is renovated in 1989. Restoration of the remaining two buildings on the Abbot Circle, Droper and Abbat halls, begins in

1995, creating the following spaces: the Brace Center for Gender Studies, 12 faculty residences, office space for an outreach program and administrative departments, and on oporment far the visiting artist-in-residence.



In 1996 the town of Andover celebrates its 350th birthday.

In September 1996, Andover's second Faculty Steering Committee, appointed by Head of School Chase, issues its report of the school's educational vision for the 21st century



Andre Dubus III      National Book Award finalist in fiction for novel *House of Sand and Fog*

Paul Farmer      Physician and anthropologist, founder of Partners in Health

Barney Frank      U.S. congressman (D—Mass.)

Henry Louis Gates Jr.      W.E.B. Du Bois Professor of the Humanities  
and director of the Du Bois Institute  
for African and African American Research at Harvard

The Rev. Peter Gomes      Plummer Professor of Christian Morals at Harvard

Denyce Graves      Acclaimed mezzo-soprano opera singer



*Inba Alvarez '67*



*The Rev. Peter Gomes*



*Sarah Chayes '80*



*Ralph Nader*



*Peter Jennings*



*Chris Abani*



*Amy Chua*



*Evan Thomas*

David Halberstam      Author and Pulitzer Prize-winning journalist

Seamus Heaney      Nobel Prize-winning poet

Peter Jennings      ABC news anchor, author

Bill T. Jones      Choreographer, dancer

Ha Jin      Award-winning writer, poet

Yo-Yo Ma      Grammy Award-winning cellist



The Brace Center for Gender Studies opens in 1996 in historic Abbat Hall as a place to study and understand gender issues within the framework of a coeducational institution.

The Board of Trustees in October 1996 approves a strategic plan for the school. One of the plan's goals is to reduce the student body from nearly 1,200 to 1,050 over four years.

Lee Marmor	Native American photographer
Wynton Marsalis	Grammy Award-winning jazz performer
Bobby McFerrin	Vocalist, performer
Ralph Nader	Consumer advocate and 2004 presidential candidate
Odetta	Folk singer
David Roosevelt	Author of <i>Grandmère</i> , a memoir of his grandmother Eleanor Roosevelt



Wynton Marsalis



Yu-Ya Ma



William Wegman



Odetta



Frank Stella '54



Dorrit Graf

Amartya Sen	Nobel Prize winner in economics
Frank Stella '54	Abstract artist
Evan Thomas '69	Assistant managing editor, <i>Newsweek</i>
Archbishop Desmond Tutu	Nobel Peace Prize-winning activist against apartheid
Neil Tyson	Space scientist
Derek Walcott	Nobel Prize-winning poet and playwright
James Watson	Nobel Prize-winning co-discoverer of DNA
William Wegman	Artist and photographer



In 1996 The Language Learning Center is created for students studying foreign languages. It is the first all-digital language lab facility in the

country offering access to real-time video and audio files as well as data over the network.



The student literary magazine, *The Courant*, is voted a first prize by the American Press Scholastic Association in 1996. *Backtracks*, the general interest nonfiction student magazine, wins a second prize in the same competition.





*"Coming from an eighth grade made up of only 30 students, the size of Andover's student body was one of the biggest changes—on paper. Once I arrived, I felt no anxiety about being part of such a large school, probably because of the tight sense of community that develops in each dorm, in each class, and on each sports team. Close friends are always here for you, but it's also refreshing to always have someone new on campus to meet."*

*—Jennifer Downing '08, Stow, Mass.*

In 1997 the average is approximately one teaching faculty member for every seven students.



The rededication of the Abbat Circle takes place on May 3, 1997, marking the beginning of a new era in the history of that physical space.



In May 1997, the Andover baseball team is invited to play against Exeter on historic Daubleday Field in Cooperstown, N.Y.

In fall 1997, a new advising system is implemented, fulfilling the first of the Steering Committee Report's recommendations.





*"When I arrived at Andover, I knew exactly what I wanted to do for an extracurricular activity: to write. But when I walked into the excitement of the club rally that first fall, I realized that writing was no longer an activity unto itself. I had the choice of literary magazines, nonfiction magazines, cultural magazines, political magazines, and newspapers. Suddenly, being a writer at Andover became more than submitting a poem or two every now and then. It became my introduction to a whole new world of people and experiences."*

*—Jessica Cole '08, Windham, N.H.*

## Summernet

In summer 1997 the admission office initiates *Summernet*, a summer distance-learning program over the Internet for new ninth- and 10th-graders.



In 1998 Andover celebrates the 30th anniversary of the school's African-Latino-American Society and the 25th anniversary of coeducation on campus.

During fall 1998, Nobel laureates Seamus Heaney and Derek Walcott and renowned artist Frank Stella '54 spend time on campus working with students in poetry, theatre, and art.

In spring 1999, Nobel Laureate James Watson speaks to students about his discovery of the structure of DNA, and Pulitzer Prize-winner Buzz Bissinger '72 receives the Kayden Visiting Fellow Award in Journalism.

On April 24, 1999, Andover kicks off Campaign Andover, the largest fund-raising drive in secondary school history, to raise \$200 million in support of scholarships, salaries, technology, resources, and campus improvements.

**BEAT  
EXETER**





## PART FOUR: STUDENT LIFE



### INTRODUCTION



What makes Andover such a terrific place? The students—their energy, their optimism, their willingness to learn new things, and their varied backgrounds.

Students come to Andover from Brooklyn and Beijing. Some are conservative, while others are liberal. They represent a variety of religions and cultures. We have students with special talents in areas ranging from math to theatre and from sports to music; some arrive with demonstrated abilities in all areas, but many develop new interests while they are here. Our multifaceted adult community offers Andover students the opportunity to meet others who can share their interests and appreciate their strengths while providing useful advice when they need it.

The school's cluster system, combined with our academic and psychological counseling services, our Office of Community and Multicultural Development, our chaplains and our health center, enables Andover to provide extensive opportunities for support and guidance. We offer a rich residential curriculum of programs dealing with such issues as health and wellness, interpersonal relationships, drug and alcohol use, human sexuality, and racism. We also take care to maintain a low student-faculty ratio in the dormitories so house counselors can oversee their young charges while collaborating with each student's advisor as needed.

Andover's goal is to bring to campus talented students "from every quarter" who can enjoy the advantages of its size while at the same time feel adequately supported and part of the community.



Pecos Indians  
exhumed  
during an  
expedition led  
by Andover

In May 1999, Andover's Robert S. Peabody Museum of Archaeology takes part in the repatriation and reburial of sacred artifacts and the remains of about 2,000

archaeologist Alfred V. Kidder from 1915 to 1929. It is the largest reburial of human remains ever to take place in the country.



In January 2001, George W. Bush, PA Class of 1964, is inaugurated as the 43rd president of the United States.



In spring 2002, Andover celebrates the opening of Phelps Stadium and the Harrison Rink.







*The Class of 2007 gathers for their official class photo.*



In April 2003, Andover celebrates its 225th anniversary and the 175th anniversary of the founding of Abbot Academy with music, colloquia, and festive food.



The \$28 million Gelb Science Center opens in January 2004, enhancing science teaching with state-of-the-art facilities.

Eighteen New Orleans students displaced by Hurricane Katrina join the Andover community in September 2005.



In spring 2006, the Addison Gallery of American Art celebrates its 75th anniversary with special exhibitions and events.



On June 10, 2006, the Memorial Bell Tower is rededicated after extensive renovations. The carillon rings again for the first time in 15 years.



On September the first-day takes Students, and alumni globe eng communit projects.

## RESIDENTIAL LIFE

In recent years, Andover has emphasized residential life as one of the school's top priorities. The school has lowered the student-faculty ratio in dormitories by reducing the size of the student body and by creating additional faculty apartments in the dorms. The school has also enhanced its advising system. The Academy's goal has been to enrich the interaction between house counselors and students and provide adult support for each student outside the classroom. Additionally, the Academy has made a substantial commitment to the renewal of its campus facilities, spending \$2 million to \$5 million per year on dormitory improvements.



### The Clusters

85

The cluster system is the heart and soul of Andover's community life. All students at Andover—boarders and day students—are assigned to one of the school's five clusters, which function as small communities within the Academy. Dormitories are assigned to clusters according to their geographic neighborhood; each cluster includes girls' and boys' dorms, about 220 day and boarding students from most classes, and 40 faculty families. Clusters create the personal atmosphere of a neighborhood in which people get to know each other through living together and sharing in cluster functions.

The dean of students oversees the five clusters, each of which is supervised by a cluster dean who knows all the students in the cluster, works closely with student leaders, and is available to students and parents for information and advice. Clusters do not affect students' classes, their extracurricular activities, or interscholastic sports, but student orientation, intramural sports, weekday social functions, Blue Key spirit activities, and disciplinary procedures are all organized by cluster.

### Dormitories

Boarding students live in boys' or girls' dormitories with house counselors and their families. The dormitories vary in size, housing from four to 42 students. One faculty family is in residence in the smallest dormitories; large dormitories have as many as four faculty residences. All living arrangements encourage close relationships among students and between students and house counselors. Parents can easily keep in touch with students. Each boarding student has a private telephone with voice mailbox as well as an e-mail account and in-room high-speed Internet access. Day students have e-mail accounts and voice mailboxes. All students can receive U.S. mail and package delivery through their student mailboxes in George Washington Hall. One-third of the

boarding students live in single rooms, two-thirds in double rooms. Because students benefit from knowing members of all classes, most dormitories house lowers, uppers, and seniors. Juniors, the youngest students, benefit from extra supervision and guidance and so live together in dormitories with special study and lights-out policies.

#### Ninth-Graders: Juniors

Andover's ninth-graders (juniors) enjoy the support of an academic and residential program specially crafted for their class. A coordinated approach permits classroom teachers, house counselors, and advisors to confer and plan as they address these young students' needs and encourage their growth. Each junior day student is assigned to a faculty member who serves as the student's advisor throughout the student's Andover career, providing continuity and support as the student matures. Junior boarding students live in designated junior dormitories with house counselors who monitor their progress carefully and with upper or senior prefects who have been selected because they are role models for good study habits, self-confidence, and community spirit. For ninth-grade boarding students, advisors are assigned by dormitory. At dormitory meetings, juniors explore topics, ranging from study skills and time management to community living and goodness, that help Andover's youngest students adjust to living away from home. With this foundation beneath them, junior boarding students move in the 10th-grade year to upper-class dorms where, along with a house counselor, each is paired with a permanent faculty advisor who sees him or her through the Andover career.

Brave, but with effort, had the school-boy come  
To the cold comfort of a stranger's home;  
How like a dagger to my sinking heart  
Came the dry summons, "It is time to part;  
Good-by!" "Goo—ood-by!" one fond maternal kiss ...  
Homesick as death! Was ever pang like this? ...  
Too young as yet with willing feet to stray  
From the tame fireside, glad to get away, —

From *The School-Boy*  
by Oliver Wendell Holmes  
Class of 1825

"Finis Origine Pendet—  
*The end depends upon the beginning. I think of this motto when I think of our focus on the juniors. They are at the beginning of their time here, and the faculty feel so strongly our responsibility to ensure that it's the best beginning it can be.*"

—Paul Murphy '84  
*Instructor in Mathematics;  
Director of Summer Session*





## RESIDENTIAL EDUCATION AND SUPPORT

Andover takes seriously its responsibility to help students maintain a healthy lifestyle and has developed several specific programs to address alcohol and drug use, human sexuality, nutrition and body image, and many other issues that concern young people today. Some of the programs are required, some are voluntary; all are for boarding and day students alike.

We offer a rich personal and community education program (known as PACE) as a complement to our outstanding academics. PACE is a developmentally sequenced array of classes, presentations, and discussions that address topics pertinent to the social and psychological development of adolescents. Included in the PACE curriculum are Andover citizenship and scholarship programs for juniors, a PACE Seminar to develop in lowers the skills and insights necessary for living successfully in a pluralistic society and global village, and programs for uppers and seniors that focus on transitioning to adulthood and gaining skills necessary to succeed beyond Andover. Additionally the PACE curriculum provides programs on AIDS/HIV Awareness, alcohol and substance abuse prevention, respect, responsibility, boundaries in relationships, and health and wellness topics including sleep, nutrition, and stress.

Students also attend Martin Luther King Jr. Day seminars in January and AIDS education workshops in the spring.

The Brace Center for Gender Studies, the Women's Forum, and the Date Rape Prevention Team offer programs to educate the community on gender issues. Those wishing to explore the issues of diversity can join CAFE (Community Awareness for Everyone). Other student-run organizations and support groups deal with such issues as body image, the aftermath of divorce, and standing against drugs and alcohol.

### ISHAM HEALTH CENTER

Phillips Academy employs a full-time physician/medical director who is Board-certified in pediatrics and pediatric endocrinology, a licensed nurse practitioner, and 11 registered nurses to staff Isham Health Center. The center is an 18-bed licensed hospital and is open 24 hours a day while school is in session. Services provided by Isham include lab work and X-rays, a pharmacy, nutrition counseling with a dietitian, and scheduled clinics for orthopedics/sports medicine, dermatology, and psychiatry. The Isham staff maintains close association with approximately 60 medical, surgical, and dental specialists in the Andover and Greater Boston communities who are readily available for consultation. Isham Health Center also welcomes requests for follow-up and continuing care from students' home physicians.





## GRAHAM HOUSE COUNSELING CENTER

The Counseling Center, located in its own building on Wheeler Street directly behind Cochran Chapel, has two primary roles: to serve the individual psychological needs of students, faculty, and staff and to foster the psychological health and well-being of the Phillips Academy community. The Counseling Center's services include individual and group counseling, psycho-educational programs, specialized training programs, and consultation services to parents, teachers, and departments. All services are provided without charge. Appointments may be scheduled through the Graham House secretary (978-749-4360) or through an individual counselor. Drop-in visits are also welcomed.

## THE CAMPUS MINISTRY

Phillips Academy's interfaith ministry responds to the spiritual needs of the whole school community. While the chaplaincy includes representatives from Protestant, Roman Catholic, and Jewish traditions, chaplains assist students of all religious traditions.

Campus religious communities gather weekly for worship and fellowship. Major celebrations of the religious year, such as Yom Kippur, Easter, and Ramadan, occur on campus or nearby. We also celebrate our common values during secular holidays and encourage support for universal needs like peace, justice, and the alleviation of hunger.

Student religious associations include CHILL (Protestant), the Catholic Student Fellowship, the Jewish Student Union, the Muslim Student Union, the Hindu Student Union, QUAKE (the Society of Friends), and the Andover Interfaith Council. Our interfaith ministry welcomes the formation of new student and faculty groups that respond to religious needs.


## RULES AND DISCIPLINE

Honesty and respect for self and others are principles that guide expectations for interactions among all members of the Andover community. *The Blue Book* outlines behavioral guidelines, policies, and rules. Students should know and comply with these rules.

When a student violates a school rule, a hearing is conducted by a disciplinary committee made up of members of the student's residential neighborhood, or cluster. In this way, faculty members and students most familiar with the student investigate the infraction and determine an appropriate disciplinary response. We believe developing adolescents can learn from their mistakes.

Therefore, we practice a second-chance system that allows students who commit a major rule violation to remain at school so long as they demonstrate a willingness to follow rules in the future. However, serious offenses involving a student's integrity or social offenses that threaten the well-being of individuals or the school community may lead to immediate dismissal.

## OFFICE OF COMMUNITY AND MULTICULTURAL DEVELOPMENT



In keeping with the school's *Statement of Purpose*, the mission of the Office of Community and Multicultural Development is to raise awareness and encourage understanding of differences of race, ethnicity, religion, gender, socioeconomic class, geographical origin, and sexual orientation. The office sponsors workshops, lectures, and educational programs for the entire Phillips Academy community and contains a small library and reading area. The dean, student advisors, and program coordinators provide support to individual students and student groups. Additionally, the office coordinates professional development opportunities for faculty and promotes mentoring programs.

Learning takes place differently for each person within this complex and diverse community. Students and faculty benefit from attending our many organized cultural celebrations, lectures, and workshops throughout the year. Sometimes the most meaningful learning comes in informal conversations sparked by current societal issues. CAFE (Community Awareness for Everyone) provides an open forum for students and adults to gather and engage in cross-cultural dialogue.

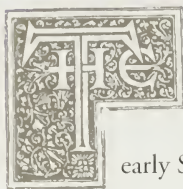
Students learn that through investigation and greater understanding of experiences outside their own they are better prepared to come to a greater understanding of themselves. We have an obligation to assist in their awareness of an ever-evolving world and the role they can play in making a difference.

### Special Events

Asian Arts Festival  
Black Arts Celebration  
Community Service  
Celebration Day  
Community Service  
Public Service Speaker Series  
Divali  
Gay Pride Celebration  
GeograBee  
Oxfam Benefit Auction  
International Festival  
and Dance  
International Women's Day  
Jewish Cultural Weekend  
Kwanzaa Celebration  
Latino Arts Celebration  
Martin Luther King Jr. Day  
Tongues of Hope  
Worship Service







## DAILY LIFE

Andover operates on a trimester system. The year begins in early September and ends in June, with breaks in December and March. Students normally have four or five class meetings per day. Classes are held on Monday through Friday, with shortened class days on Wednesday morning and classes on selected Saturday mornings in the fall and spring terms. Classes do not meet on Sunday.

The weekly schedule provides time for independent study, rehearsals, and sports, for informal visits to the museums, and for extracurricular activities.

Students participate in athletics at least four afternoons a week; in addition, interscholastic competitions are held on Wednesday and Saturday afternoons.

All students also spend about two hours each week in the school's work program, which is designed to instill a sense of community responsibility for the daily operation of the school, to remind students of the practical elements of life beyond academia, and to help the school reduce its operating costs. Students share the jobs of cleaning the dormitories' hallways and common rooms and helping in classrooms, offices, and laboratories.



## HOMEWORK

Academic course work is intensive and involves about 20 to 25 hours outside-of-class preparation each week. On nights before classes, formal study hours begin at 8 p.m., at which time students must be signed in to their dormitories or an academic area on campus. By 10 p.m. (9:30 p.m. on Sunday and Thursday), students must be studying in their dormitories and signed in for the night.

Despite the amount of time that must be spent on academic pursuits, most students become involved in extracurricular activities and social events. By allowing students to make some choices about how they spend their time, Andover encourages independence and personal responsibility.

## WEEKENDS



Social events during the week are limited by the demands of the academic program, but the weekend program on campus is exciting and varied. Weekend activities include theatre and musical performances, dances, concerts, coffee houses, lectures, movies, art exhibitions, plays, and informal activities. Day students may attend all of these events and are permitted, with their parents' and the house counselor's permission, to sleep over at a friend's dorm; similarly, boarders, with proper permission, may sleep over at a day student's home.



## DRESS CODE

Andover does not have a formal dress code, but students are expected to be neat and clean and to dress appropriately for each occasion.



## MEALS

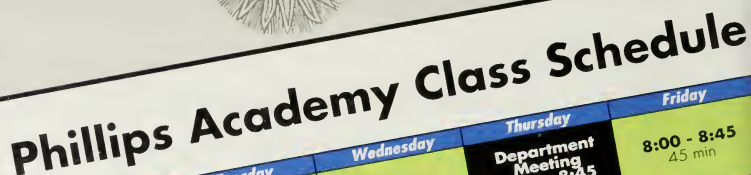
Meals are served in Commons, a central dining hall comprised of four handsome, traditional dining rooms and four modern serving areas. Several entrees, a pasta bar and salad bar, and homemade bread and soup are available daily. The cost of meals is included in the tuition of both boarding and day students.

*"Halfway through the school year, I decided to become vegetarian; naturally, at first, I was concerned whether I would be able to still maintain a healthy diet while at boarding school. Soon I saw that getting alternate sources of protein was no problem at all: my favorite thing to get for lunch at Commons is the stir fry, where you can build your own plate of rice, tofu, and other veggies to go with whatever sauce you'd like. However, nothing beats out a cool bowl of ice cream on Wednesday nights!"*

*—Raya Stantcheva '10, Somerset, N.J.*







The daily schedule includes a once-a-week extended academic period for most classes and a weekly All-School Meeting on Wednesdays.

# Phillips Academy Class Schedules

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:45 45 min	8:00 - 8:45 45 min	8:00 - 8:45 45 min	Department Meeting 8:00 - 8:45	8:00 - 8:45 45 min
8:55 - 9:40 45 min	8:55 - 9:40 45 min	8:00 - 9:15 75 min	8:50 - 10:05 75 min	8:55 - 9:40 45 min
Conference 9:45-10:15	Conference 9:45-10:15	9:25 - 10:40 75 min	9:20 - 10:05 45 min	Advising 9:45-10:15
10:20 - 11:05 45 min	10:20 - 11:05 45 min	9:55 - 10:40 45 min	Conference 10:10-10:40	10:20 - 11:05 45 min
11:15 - 12:00 45 min	11:15 - 12:00 45 min	ASM 10:50-11:35	10:45 - 11:30 45 min	11:15 - 12:00 45 min
12:10 - 12:55 45 min	12:10 - 12:55 45 min	11:45 - 12:30 45 min	10:45 - 12:00 75 min	12:10 - 12:55 45 min
1:05 - 1:50 45 min	1:05 - 1:50 45 min	11:45 - 1:00 75 min	12:10 - 1:25 75 min	1:05 - 1:50 45 min
2:00 - 2:45 45 min	2:00 - 2:45 45 min		12:40 - 1:25 45 min	1:35 - 2:20 45 min
			1:35 - 2:50 75 min	2:00 - 2:45 45 min
Athletics and Community Service				
4:50 - 5:35 45 min	4:50 - 5:35 45 min			4:50 - 5:35 45 min
4:50 - 6:05 75 min	4:50 - 6:05 75 min			4:50 - 6:05 75 min

■ First Period  
 ■ Second Period  
 ■ Third Period  
 ■ Fourth Period  
 ■ Fifth Period  
 ■ Sixth Period  
 ■ Seventh Period

**Notes:**  
 • Red dot indicates the day on which a 4-Hour course that uses the entire day is held.  
 • In a week with a Monday holiday, there are no "Red-dot" days.  
 • 45 minute classes meeting during a 75 minute time slot will meet during the second period.





## THE DAILY BULLETIN TUESDAY, MAY 1, 2007

### ADMINISTRATIVE

#### ALL SCHOOL MEETING

Wednesday, May 2nd, 10:50 a.m. in the Cochran Chapel.

#### I.D. PHOTOS

The photographer who takes photos for The Directory and I.D. cards will be on campus TODAY and Thursday, May 3. All Juniors, Lower, and Uppers MUST come for a new photo in the Steinbach Lobby of GW. 9:30 a.m. to 3:30 p.m. (no, we will NOT use the one from this year!). Faculty and Staff who would like a new photo may come at these same times.

### STUDENT LIFE

#### CAMPUS JOBS

Students 16 years of age or older who are interested in summer employment should come to the human resources office, GW Hall, 2nd floor, to fill out an application. There are various positions open including admission guides, dorm cleanup, students callers, and reunion clerks.

#### DRAPER PRIZE FOR PLAYWRITING

The Draper Prize is given each year for excellence in playwriting. If you have a script, send it to Mr. Gould or Mr. Wilkin (jgould@andover.edu or gwilkin@andover.edu). The deadline is Friday, May 4.

#### FORMER SENATOR LINCOLN CHAFEE TO SPEAK

Wednesday, May 2, 6:30 p.m. in Kemper Auditorium. Join us for former Senator Chafee's talk on the future of the Republican Party. As a moderate with an approval rating of nearly 80%, he was voted out of office! How and why does this happen? What does it mean for the future of the Republican Party and politics in general?

#### GRANDPARENTS' DAY

Saturday, May 12, is Grandparents' Day. This is the 24th year that Andover has officially celebrated the grandparents of current students. If your grandparents will be attending, please do not forget to schedule a time and location to meet them on Saturday morning. Registration will be held in the Underwood Room from 8 a.m. to noon.

#### HOUSING LOTTERY

The lottery for Juniors will be held TODAY, Tuesday, May 1. Results will be announced on May 14.

#### SENIOR RECITALS

Friday, May 4 at 7:30 p.m. Senior Recital in the Cochran Chapel.  
Saturday, May 5 at 7 p.m. and 9 p.m. Senior Recital in the Timken Room. Graves Hall.

#### SCIENCE FACULTY SEMINAR SERIES

Wednesday, May 2, 8 pm. in Gelb 109—"Nanotechnology: Why Very Small Things are a Very Big Deal" presented by Paul Cernota. Stop by for some interesting science and excellent discussion. Refreshments will be served.

#### TODAY'S B'DAYS

Michelle D., Cecelia W., Charles W.



## EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an important aspect of a student's education, and Andover offers a rich fare, thanks to the range of interests among the student body. The Andover Ambassadors handle the responsibility of conducting campus tours for the admission office, and older students who are members of the Tutorial Program offer academic help to fellow students. The student radio station, WPAA, audio-streams programs daily, serving the student body. *The Phillipian* is the Academy's prize-winning, student-run weekly newspaper. Students write the articles and headlines, take the pictures, and lay it out. The school yearbook, *Pot Pourri*, the literary magazine, *Courant*, plus half a dozen other student publications provide more opportunities for those with a literary bent. Cultural and religious organizations abound, as do theatre and music clubs and course-related groups such as the *Cercle Français*, Andover Latin Society, and Philomathean Society. In fact, there is no limit to the variety of organizations or the enthusiasm of their members. Students who do not find an existing club or organization that meets their needs are encouraged to start one.

## STUDENT ORGANIZATIONS

### *Members elected:*

Blue Key Society  
Student Council

### *Open to all:*

#### ACADEMIC

Engineering Club  
Math Club  
PA Aeronautics  
PA Literature Club  
Science Team

#### ARTS

Crafts Club  
Drama Club  
MASK  
Origami  
Panel One

#### COMMUNITY SERVICE

Amnesty International  
Kids Who Care  
Little Angel  
OXFAM  
PA Red Cross (PARC)  
PA Society for the Prevention of  
Cruelty to Animals  
STAND

Techmasters  
UNICEF Club

#### ECONOMICS

Andover Economics Society  
Andover Mock Investment Club  
Social Entrepreneurship Club

#### ENVIRONMENTAL

Eco-Action  
Energy Resources Awareness Council

#### HEALTH

An Underground Education  
(Andover's Sex Ed Forum)  
Andover Drug Alcohol Awareness  
Committee  
Physical Health Information Team

#### LANGUAGE

Andover Classics Club  
Andover Japanese Connection  
French Club  
German Club  
Gruppo Italiano  
Mezzofanti Society  
(Andover Linguistics Club)  
Russian Club  
Spanish Club

## MULTICULTURAL

Af-Lat-Am  
Andover Korean Society  
Asian Society  
Chinese Taiwanese Student Association  
Gay Straight Alliance  
Indo-Pak  
International Club  
PA Israel Solidarity Society  
Women's Forum

## MUSIC

Andover Chamber Music Outreach  
Andover Composer's Society  
Andover Taiko Drumming  
Azure  
Classic Rock Appreciation Club  
Fiddle Club  
Gospel Choir  
Handbell Choir  
PA Harp Ensemble  
The Yorkies

## POLITICS/LAW

American Civil Liberties Union  
Andover Children's Rights  
Organization (ACRO)  
Andover Modern Abolitionist Society  
Center for Global Justice  
Junior State of America  
Mock Trial Club of Phillips Academy  
Model UN  
PA Democrats Club  
Philomathean Society  
Republican Club

## PUBLICATIONS

The Ape  
Backtracks  
The Courant  
Frontline  
In the Mix

The Megaphone  
PA Historical Review  
The Phillipian  
Point/Counterpoint  
Pot Pourri

## RADIO

WPAA

## RELIGIOUS

Andover Christian Fellowship  
Andover Interfaith Council  
Catholic Student Fellowship  
Christianity Happening in Living Life  
Hindu Student Union  
Jewish Student Union  
Mormon Student Fellowship

## SPECIAL INTEREST

Andover Ambassadors  
Andover Barbeque Society  
Andover Campus Decorating Committee  
Blue Key Society  
Culinary Club  
Speech Club  
Swing with Andover Youth

## SPORTS/GAMES

Andover Badminton Club  
Andover Disc Golf Association  
Andover Fencing Club  
Andover Indoor Soccer Club  
Andover Rock Climbing Society  
Andover Snow Society  
Chess Club  
PA Bowling Association  
PA Cricket Club  
PA Dodgeball Club  
PA Martial Arts Club  
PA Rugby Football Club  
Ping Pong Club  
Sudoku Club



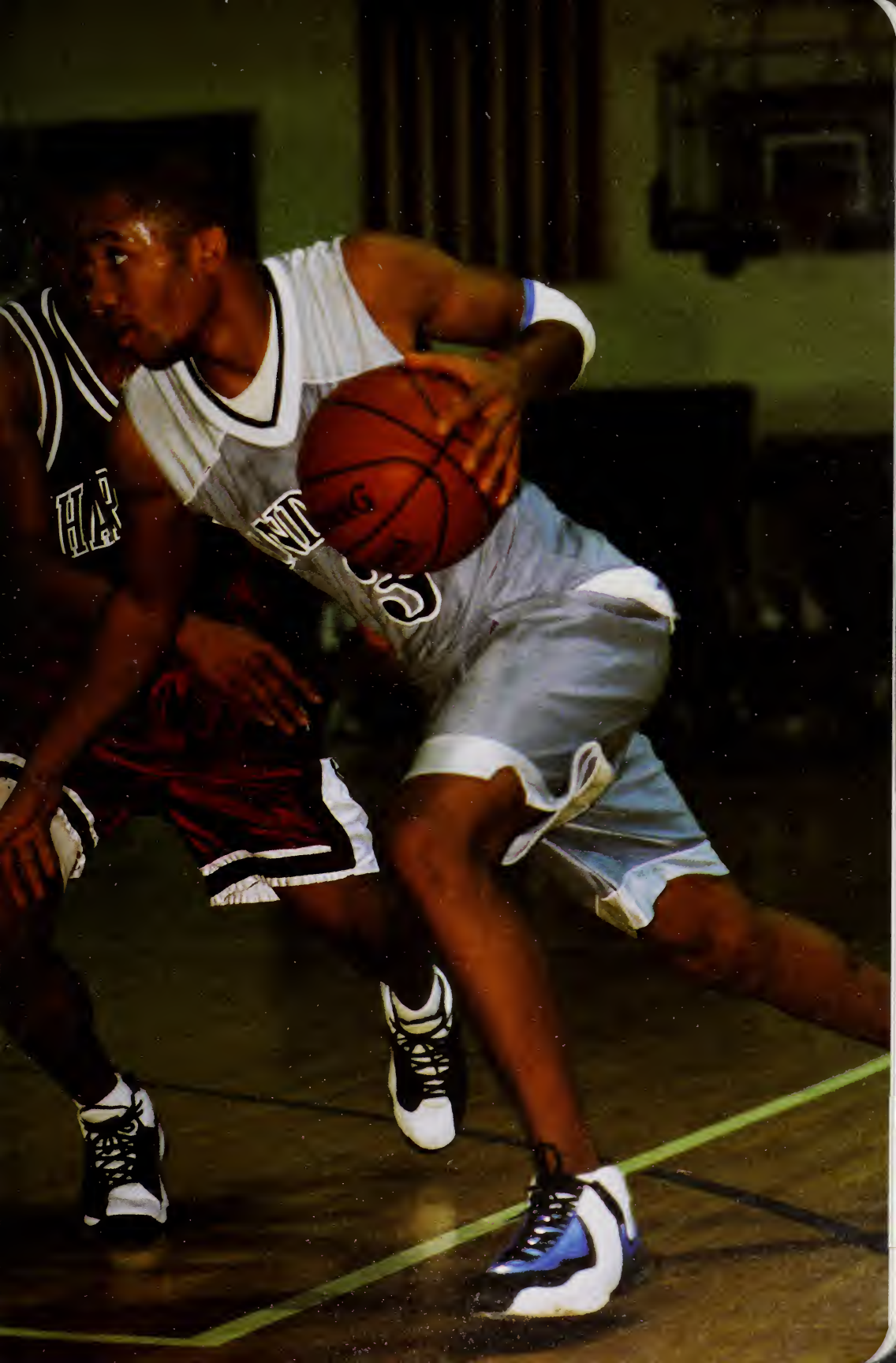














## PART FIVE: ATHLETICS



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**I**n keeping with Andover's commitment to provide a depth and breadth of choices to its students, the athletic department offers dozens of sports, dance, and exercise options at every level of instruction. Competitive athletes work with coaches widely recognized as among the best in secondary school education, and they face rigorous interscholastic competition from other prep schools and from Boston-area colleges. The training room is fully staffed with three certified athletic trainers who work with the school physician and the staff at Isham Health Center. Recreational athletes have as options not only intramural and instructional sports, but such special programs as Search and Rescue, classical ballet, basic fitness (FIT), modern dance, yoga, and aerobics. All lowers (10th-graders) also take one challenge-based physical education course five hours a week for one term. These students are tested for physical aptitude and instructed in safety, health, and exercise physiology, learn drown-proofing, master a ropes course, and gain the information and skills they will need to maintain lifetime wellness.

"The benefits of school spirit, team building, character education, and shared hardships are obvious in our interscholastic program and intramural programs. Less obvious are the salubrious effects—stress management, time management, and balance to the rigorous academic day with sleep and restoration. These positive effects are evident in our intramural and instructional programs, as well. Therefore, I feel that the athletic program supports the entire Andover experience."

—Michael J. Kuta  
Director of Athletics  
Chair, Physical Education-Department  
Instructor in Physical Education





*"The athletic facilities at Andover are excellent. They really enhance my appreciation for the sports that I play: football and wrestling. It is amazing to see how many fellow students, faculty members, and alumni come to campus to support our teams on a regular basis. I had never seen so much school spirit before coming to Andover. The sound of everyone cheering from the sidelines makes me perform better on the field and on the mat."*

*—Hector Cintron '08, Lawrence, Mass.*



Andover's athletic facilities are among the finest in the country and include 18 playing fields and 18 tennis courts; the Phelps Stadium, the Sorota Track, three gymnasiums with swimming and diving pools, basketball and squash courts, two dance studios, and a wrestling room; Phelps Park, a baseball field, and the state-of-the-art Rosenau Fitness Center; the Case Memorial Cage with its indoor track; twin ice rinks; and the James C. Greenway Boathouse on the Merrimack River.

## OFFERINGS OF THE ATHLETIC PROGRAM

Similar to the academic offerings at Phillips Academy in their breadth and depth, our athletic program is one of the most extensive in secondary school education. Below is a comprehensive listing of the current offerings.



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Fall	Winter	Spring
Basic Fitness (FIT)	Basic Fitness (FIT)	Basic Fitness (FIT)
Cluster Soccer	Cluster Basketball	Cluster Ultimate Frisbee
Instructional Crew	Senior Squash	Senior Tennis
Instructional Fencing	Recreational Nordic Skiing	Instructional Fencing
Instructional Skating	Yoga	Instructional Tennis
Instructional & Recreational Squash	Spirit Leaders of Andover Madness	Instructional Skating
Instructional Swimming	Dance	Instructional Squash
Instructional & Recreational Tennis	Search & Rescue (coed)	Instructional Swimming
Yoga	Basketball (BV, BJV, BJV2)	Instructional Volleyball (G)
Spirit Leaders of Andover Madness	Basketball (GV, GJV, GJV2)	Yoga
Dance	Hockey (BV, BJV)	Double Dutch
Search & Rescue (coed)	Hockey (GV, GJV)	Dance
Cross-Country (BV, BJV)	Nordic Skiing (BV, GV)	Search & Rescue (coed)
Cross-Country (GV, GJV)	Squash (BV, BJV, BJV2)	Baseball (BV, BJV, BJV2)
Football (BV, BJV)	Squash (GV, GJV, GJV2)	Softball (GV, GJV)
Field Hockey (GV, GJV, GJV2)	Swimming & Diving (BV, BJV)	Crew (BV, BJV)
Soccer (BV, BJV, BJV2, BJV3)	Swimming & Diving (GV, GJV)	Crew (GV, GJV)
Soccer (GV, GJV, GJV2)	Indoor Track (BV, BJV)	Cycling (Coed V)
Volleyball (GV, GJV)	Indoor Track (GV, GJV)	Golf (Coed V)
Water Polo (BV, BJV)	Wrestling (BV, BJV)	Lacrosse (BV, BJV, BJV2)
		Lacrosse (GV, GJV, GJV2)
		Tennis (BVA, BVB, BJV)
		Tennis (GVA, GVB, GJV)
		Track & Field (BV, BJV)
		Track & Field (GV, GJV)
		Ultimate (V)
		Volleyball (BV)
		Water Polo (GV)

"Fundamentals in Training, or FIT, is a program designed for the off-season athlete to facilitate performance to prepare for an upcoming season. We focus on athletic posture, flexibility, balance, endurance threshold, and movement-pattern training. Besides body weight we use bands, stability balls, medicine balls, and hurdles to achieve our goals. A major goal of the FIT program is for athletes to learn practical knowledge and skills to maintain lifetime wellness."

Kate Dolan, *Assistant Director of Athletics;*  
*Instructor in Athletics*





The immortal boy, the coming heir of all  
Sprints from his desk to "urge the flying ball,"  
Cleaves with his bending oar the glassy waves,  
With sinewy arm the dashing current braves  
The same bright creature in these haunts of ours  
That Eton shadowed with her "antique towers."

From *The School-Boy*  
by Oliver Wendell Holmes  
Class of 1825



*"Volleyball at Andover has been an absolutely incredible experience. Our coach is Clyfe Beckwith—he is so happy and enthusiastic about everything that you can't help getting excited yourself. We have great team chemistry. We have music going, we laugh, we have fun, and the winning just comes naturally after that. My coaches and my teammates make practice at the end of each day something to look forward to."*

*Cassidy Carpenter '08, Topeka, Kan.*



## PART SIX: THE ARTS



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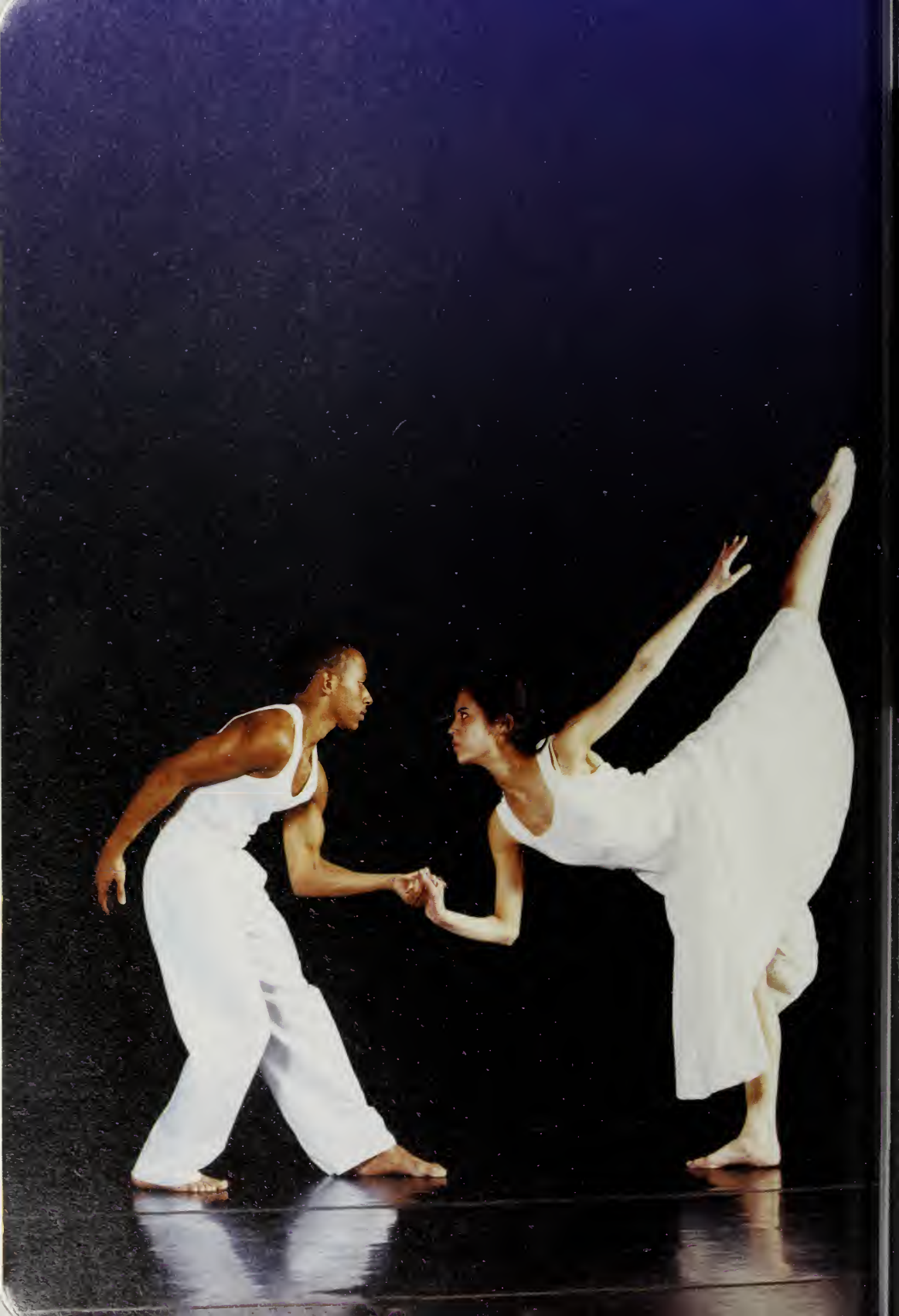
he arts in all their forms are at the heart of Andover life. Students, faculty, and visiting artists study, create, rehearse, and perform 60 musical concerts, eight to 10 major theatrical or dance concerts with sets and costumes, and 30 smaller theatre or dance productions each year, and they present a student art show each term.

In classes, students study the theory and history of music, art, theatre, and dance and take such courses as drawing, design, painting, ballet, modern dance, directing,



technical theatre, sculpture, photography, printmaking, architecture, filmmaking, ceramics, computer graphics, chamber music, electronic music, and jazz. At the Addison Gallery of American Art and the Peabody Museum of Archaeology, students find inspiration in the museums' treasures and in the advice offered by visiting scholars and artists. And in their free time, the students make extensive use of the rehearsal rooms, studios, darkrooms, and theatres of George Washington Hall, Graves Hall, and the Elson Art Center, pouring their music, voices, and laughter over a campus enlivened immensely by their robust creative energy.







*"It's impossible to say the most difficult piece the students performed recently. We did perform Felix Mendelssohn's oratorio Elijah, so anyone who's reading this will know the kind of music we're doing. Rasaan Ogilvie sang a number of solos in it, and also performed the role of Jim in the musical Big River. His specialty is singing; he's a baritone and a young man who's destined to distinguish himself nationally and internationally. It's exciting to have talent of this sort at a high school, and we have a lot of it! Why, there's Charlene and Jennifer and Nathan and Abigail and Rachel and Adam and Drew, and, oh, the list goes on and on."*

—William Thomas

*Instructor in Music and Director of Performance*

Elson Artist-in-Residence Jim Hodges and the Addison Gallery recently received a first-place prize from the American Association of Museums for the CD-ROM that documents the exhibition *Colorsound*. For the exhibition, Hodges invited 147 students from Phillips Academy and Lawrence High School to create a work that integrated music and a wall mural of color in the museum galleries.





The Cantata Choir consists of 60 to 80 singers; the Chamber Orchestra has 30 string players and additional wind



The largest of the school's musical groups is the Symphony Orchestra, with 75 strings, 25 winds, brass, and percussion. Recent performances include Rimsky-Korsakov's *Scheherazade* and *Capriccio Espagnol*, Tchaikovsky's *Romeo and Juliet*, William Grant Still's *Afro-American Symphony*, Rossini's *William Tell*, Shostakovich's *Symphony No. 5*, and Tchaikovsky's *Symphony No. 5*.









## PART SEVEN: COMMUNITY SERVICE



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Andover's nationally recognized Community Service Program provides opportunities for students to volunteer their time working with public service agencies in the town of Andover and in nearby Lawrence, North Andover, Boxford, and Methuen. Born of a rich history of pub-

lic service at both Abbot Academy and Phillips Academy, the Community Service Program now involves more than 400 students each trimester and approximately 90 percent of the student body over the course of a student's time at Andover. Every student begins his or her Phillips Academy career by participating in the annual all-school day of service, *Non Sibi* Day.

Though giving one's time to better the community can be an end in itself, Andover's program is designed also to be an effective method of experiential education—complete with learning goals, orientation, training, and reflection. Our goals include teaching students about the social and political context in which their work and the agencies' work take place.

Students may volunteer once each term or several hours each week. They may take academic courses or independent study courses that include community service as an integral component, or they may volunteer for programs that meet in the afternoon, evening, or on weekends. Flexibility in the schedule allows students to fulfill their athletic requirement at off-hours should they choose to volunteer in the afternoon, so community service opportunities are available even for varsity athletes and busy artists.

The Community Service Program has been developed so that, through active involvement, students learn more about the larger community and their potential in it. Inevitably, as they live up to the Academy's motto, *non sibi* (not for one's self), they experience great personal growth while developing the knowledge, skills, and commitment for a lifetime of effective participation in public life.





## ONGOING PROJECTS

For an up-to-date listing of projects, please request a "Purple Book" or visit our Web site at [www.andover.edu/cs](http://www.andover.edu/cs).

### ANIMALS

MSPCA  
Windrush Farm  
Therapeutic Equitation

### ARTS/MUSIC

Andover Filmmakers' Club  
Andover-Lawrence String Program  
Movement City  
Music Enrichment Program  
Music for Life  
Theatre Troupe

### ELDERLY

Academy Manor Nursing Home  
Music for Life

### ENVIRONMENTAL

Groundwork Lawrence

### HEALTH

Corpus Christi AIDS Hospice  
Greater Lawrence Family Health Center

### HOUSING AND HUNGER

Alternative Spring Break Trip  
Bread & Roses  
The Food Project  
Greater Boston Food Bank  
Lawrence Community Works  
Lazarus House  
Oxfam  
Walk for Hunger

### NEW AMERICANS

Andover Chinese Cultural Outreach  
Commons ESL

Family Service Inc.

*French 400—The Francophone Presence*

Korean Cultural Outreach at Andover

Project VOICE

*Social Science 573—The Urban Studies Institute*

*Spanish 530—Advanced Spanish Language in the Lawrence Community*

### POLITICAL ACTION

Adopt a Platoon  
Amnesty International  
Center for Global Justice  
Oxfam  
Project VOICE

### SPECIAL NEEDS

ARC  
EMARC Swimming  
Windrush Farm  
Therapeutic Equitation

### YOUTH

Andover Filmmakers' Club  
Andover-Lawrence String Program  
Bancroft Elementary  
Bread Loaf Pen Pal Program and Writing Workshop  
The Children's Place at Phillips Academy  
Community Day  
Care Preschool  
*English 541—Writing Through the Universe of Discourse*  
Lawrence Boys' & Girls' Club  
Music Enrichment  
PALS  
Project VOICE  
Science Club for Girls  
*Sí, Se Puede*  
SIS  
Sports Clinics  
Theatre Troupe

World Games

Youth Explorations in Science

### SPECIAL EVENTS

Alternative Spring Break Trip  
Bread & Roses Picnic  
Clothing, toy, and food drives  
Martin Luther King Jr. Day  
Non Sibi Day  
Walk for Hunger

### ON CAMPUS

Adopt a Platoon  
Andover Chinese Cultural Outreach  
Andover Filmmakers' Club  
ARC  
Center for Global Justice  
The Children's Place  
Commons ESL  
Korean Cultural Outreach at Andover  
Oxfam

### ACADEMIC COURSES RELATING TO COMMUNITY SERVICE

*English 538—Atomic America: American Literature 1945–Present*  
*English 541—Writing through the Universe of Discourse*  
*French 400—The Francophone Presence in the U.S.A.*  
*Interdisciplinary Science 500—AP Environmental Science*  
*Psychology 420—Introductory Psychology*  
*Psychology 430—Developmental Psychology*  
*Social Science 571—Issues in Gender Relations*  
*Social Science 573—The Urban Studies Institute*  
*Spanish 530—Advanced Spanish Language in the Lawrence Community*



Public and community service are integral to the educational mission of Phillips Academy. In accordance with the school's motto, *non sibi* (not for one's self), the Phillips Academy Community Service Program strives to:

- promote and provide structured opportunities for students, staff, and faculty to engage in public service;
- foster collaborative relationships with individuals, organizations, and schools that address problems and build upon assets of local and global communities;
- connect academic learning to community problem-solving through the development of service learning courses in a variety of disciplines;
- inspire responsibility and personal growth by supporting volunteers, encouraging student initiatives, and providing a comprehensive leadership education program; and
- motivate students to consider and act upon issues of social justice and civic responsibility and thus foster a commitment to a lifetime of effective participation in public life.

— *The Community Service Program Mission Statement*  
*written by the 1997–98 student coordinators and faculty advisory board.*















*"In my hometown, people almost never go away for school. Though I miss my friends and family, I wanted to go to a school where I would have to work hard. When I go back home for breaks, people are amazed when I tell them that I am having a wonderful time and that I am excited to return to school."*

*—Morgan Trigg '10, Missoula, Mont.*



*"Cooking for Bread & Roses, a soup kitchen in Lawrence, was a fun experience. I practiced my cooking skills and conversed with other PA students and the Bread & Roses staff. When I first started volunteering, my group was filled with students I had never really talked to before. But after a couple of times, we really got to know each other. It's great that community service allows you to become friends with people you might not have met otherwise."*

*—Kayla Lawson '07, North Andover, Mass.*







## PART EIGHT: ADMISSION INFORMATION

### YOUTH FROM EVERY QUARTER



he school's constitution, written in 1778, states that Andover "shall be ever equally open to Youth of requisite qualifications from every quarter."

With this principle in mind, the basic requirement for admission to

Andover today continues to be evidence of sound character and strong academic achievement. The school is especially interested in candidates who demonstrate independence, maturity, and concern for others in addition to high performance in studies and activities. Valuing diversity in its student body, the school seeks to bring together a community from all parts of the country and from many nations.

The school's endowment covers approximately one-third of the cost of an Andover education. Therefore, in fact, every student receives financial aid. In addition, because of the generosity of a large number of alumni, parents, and friends, further financial assistance is available. (See Financial Aid and Financial Planning, page 127.)

### APPLICATION PROCEDURES

Priority will be given to day student candidates who complete the application and interview by January 15, and to boarding candidates who complete the application and interview by February 1. A decision from the Admission Committee will be mailed on March 10. The possibility of admission is considerably lessened for all applicants who complete the process after the stated deadlines, and decisions for this group may not be rendered before

May 1. A deposit of \$2,000 is required to reserve a place at the time admission is offered to an applicant.

If you have questions about Andover's admission or application procedures, please call or write.

Admission Office  
Phillips Academy  
180 Main St.  
Andover, Massachusetts 01810-4161

Admission Office direct line: 978-749-4050  
Academy switchboard: 978-749-4000, ext. 4050  
Admission Office e-mail: [admissions@andover.edu](mailto:admissions@andover.edu)  
Academy Web site: [www.andover.edu](http://www.andover.edu)

*Office hours: Monday through Friday, 8:30 a.m. to 4:30 p.m., and designated Saturdays, 8:30 a.m. to noon, Oct. 1 through Jan. 31*

## DAY STUDENTS

Students residing in several nearby cities and towns may choose whether to apply as day students or as boarders. **This is a one-time-only choice that must be made when the application is submitted to the admission office.** Day students comprise approximately one fourth of the student body.

Students residing in Andover or in North Andover must apply as day students. Applicants from the following Massachusetts cities and towns have a choice: Boxford, Bradford, Dracut, Georgetown, Groveland, Haverhill, Lawrence, Lowell, Lynnfield, Methuen, Middleton, North Reading, Reading, Tewksbury, and Wilmington, and also New Hampshire cities and towns: Atkinson, Pelham, Plaistow, and Salem.

Families are urged to consider carefully all aspects of each option, including transportation, finances, accessibility to the variety of on-campus activities, and the relative merits of living at home versus school residence for the student. The admission office will be happy to assist families in reaching the best decisions for their needs.

Candidates living outside our day student area but intending to move before September to a day student town should discuss the situation with an admission counselor, apply as boarders, note it on the application, and notify the admission office when the move is completed. At that point, candidates will be changed to day student status. Current students who move to either Andover or North Andover are required to become day students.

## FOUR STEPS TO BE COMPLETED FOR APPLICATION

### 1. Complete the Candidate Statement, Part One of the Application

To begin the application process, complete the Candidate Statement, Part One of the application located online, in the back pocket of the catalog, or in the application packet, and send in the nonrefundable \$40 fee (\$60 for international students) as soon as possible. Checks are to be made payable to the Trustees of Phillips Academy. An applicant file will not be created until the Candidate Statement, Part One of the application is received. The online application can be found at [www.andover.edu](http://www.andover.edu). Click "Admission," select "Admission Information," and then "Fill out the Candidate Statement, Part One." (Applications will not be considered unless the Candidate Statement, Part One, and the fee are received.)

### 2. Schedule a Personal Interview

Day student candidates must complete their interviews by January 15 and boarding candidates by February 1. Candidates are encouraged to schedule interviews in either the spring, summer, or early fall of the year before they intend to enter. It is in everyone's best interest for the interview to take place as early as possible. A visit to the Academy is desirable, as it gives candidates a chance to have questions answered and see the school.



If a candidate or a member of the candidate's family needs disability-related accommodations, please notify the admission staff at 978-749-4050 in advance of scheduling an interview so we can make appropriate arrangements. Please allow two hours for the tour and interview, and be sure to dress with the weather in mind. After the interview, candidates and their families are welcome to walk about the campus, visit the Addison Gallery of American Art, or watch games and practices. Candidates who cannot visit the Academy are themselves responsible for arranging an interview with an alumni admission representative (see page 131). **Please note: Massachusetts families who need an Alumni Admission Representative interview and have not scheduled one by January 15 should contact the Admission Office for assistance.**

### 3. Return the Final Application Forms

Final application forms should be completed and returned as soon as final grades are available for the fall term. The transcript must include current grades for the application to be complete. Priority consideration is given to day student applications submitted by January 15 and to boarding applications submitted by the advertised deadline of February 1. (Candidates who apply after February 1 should return forms immediately.) Teacher recommendations should be from current teachers. We cannot accept any application forms by fax.

### 4. Take the Appropriate Standardized Admission Test

Although most candidates for grades 9–11 submit the Secondary School Admission Test (SSAT), candidates who wish to present the Educational Records Bureau's Independent School Entrance Examination (ISEE) may do so. Whenever possible, international students for whom English is not the primary language should also submit the Test of English as a Foreign Language (TOEFL). Many candidates register for the SSAT online at [www.ssat.org](http://www.ssat.org).

## SECONDARY SCHOOL ADMISSION TEST

The 2007–08 *Student Registration Information Brochure*, published by the Secondary School Admission Test Board, Princeton NJ 08540, will be sent by Andover to all candidates. This brochure describes the Secondary School Admission Test, which will be given on the following dates:

November 10, 2007	March 8, 2008
December 8, 2007	April 12, 2008
January 12, 2008	* June 14, 2008
* February 9, 2008	* U.S./Canada sites only



Candidates are strongly urged to take the SSAT administered in either November or December 2007. Otherwise, candidates should take the January 2008 administration.

#### TWELFTH-GRADE OR POSTGRADUATE CANDIDATES

Instead of the Secondary School Admission Test, senior and postgraduate candidates must take either the Preliminary SAT or the SAT Reasoning Test of the College Board (ETS 609-771-7600). One may register online for the PSAT and SAT at [www.collegeboard.com](http://www.collegeboard.com).

Postgraduates are full-fledged members of the senior class and are eligible for all school activities. Because of their academic credits, they frequently have maximum flexibility in course selection.

#### EARLY DECISION

Andover does not participate in any early decision plan for admission.

### SCHOOL COSTS AND AFFORDABILITY

#### TUITION AND FEES

The tuition for 2007–08 is \$37,200 for boarding students and \$29,000 for day students. The average annual cost to educate a student at Andover is approximately \$56,000. The difference between the annual cost and the tuition charge is made up from gifts and income from endowment, which are the products of the generosity of alumni, parents, and friends. To reserve a student's place for a given school year, a deposit in the amount of \$2,000 must be received by the acceptance deadline, April 10, in the case of a newly admitted student, or by May 1 in the case of a returning student. The deposit is nonrefundable under any circumstances.

The tuition, less the above deposit, is billed in two equal amounts, with half the tuition and fees due July 15 and the final payment due December 1. The award of financial aid scholarship or loan reduces the billed amount accordingly.

An optional Tuition Refund Plan is offered, at 2.5 percent of tuition, to protect against the departure of a student for any reason. Under this plan, 65 percent of the

unused portion of the tuition for school days remaining is refunded (excluding the \$2,000 nonrefundable enrollment deposit and any financial aid scholarship grants).

Unless the Tuition Refund Plan has been purchased, no tuition refund will be made for any student who withdraws, is dismissed, or is absent for any reason after registration.

Tuition covers instruction, board, room (including basic furniture), physical training and most athletic privileges, use of laboratory equipment and material, and admission to all authorized athletic contests and most authorized entertainment at George Washington Hall or elsewhere on campus, including the Saturday evening movies.

The school provides sports uniforms and most athletic equipment. Students are required to bring their own footwear and are urged to bring whatever other personal athletic equipment they already possess.

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## OTHER EXPENSES

Tuition does not include a technology fee, materials for art courses, medical expenses and insurance, telephone charges, textbooks, laundry, school supplies, or breakage and/or damage to school property. Typically these expenses total about \$2,000 per year. Tuition does not cover private music lessons or the cost of participation in School Year Abroad or other off-campus programs.

Bills for items not included in tuition charges may be rendered at any time during the school year. All charges must be paid by their due date in order to assure a student's place at the Academy. Students with past-due bills may be asked to leave at any time. The diploma of the Academy will not be awarded to seniors whose school accounts are not paid in full by June 1.

## FINANCIAL AID AND FINANCIAL PLANNING

Financial need should never discourage a student from applying for admission to Phillips Academy. Andover offers full financial aid grants for low-income families and partial financial aid grants for middle- and upper-middle-income families. To help all Andover families with financial planning, the school has created the Andover Plan, an innovative package of payment options.

## Phillips Academy Financial Aid 2007–2008

Operating Budget: \$12.8 million

Financial Aid Scholarship Grants: \$12.2 million

*Average grant for returning students: \$25,200*

The best way to find out if you qualify for financial assistance is to apply.

Because Andover values and seeks an economically diverse student body, aid is awarded only on the basis of demonstrated need. Need depends on many variables, such as family income, number of children, age of parents, other tuitions, unusual medical expenses, taxes, assets, liabilities, and so on.

### TO APPLY FOR FINANCIAL AID

1. When filling out the Candidate Statement, Part One of the application (located online, in the back pocket of the catalog, or in the final application packet), parents should check “yes” for financial aid.
2. You will find a Parents’ Financial Statement (PFS) in your admission application materials. Fill it out and send the original to the School Scholarship Service (SSS) in Pittsburgh, Pa. The SSS uses a formula nationally accepted among independent schools to analyze need and provides Andover with a preliminary estimate of your family’s ability to contribute to educational expenses. The process assures that all schools to which a student applies will base their calculations on the same data. After November 15, the PFS will be available online at [www.nais.org](http://www.nais.org). Parents should click “SSS Online” to fill out a PFS online.
3. Send a copy of the PFS to Andover prior to January 15, along with the most recent IRS 1040 and W2 forms when they become available.

Requests for aid filed after the January 15 deadline may not be processed in time to be included in the initial allocation of financial aid funds.

### FEE WAIVERS

We recognize that applying to secondary schools can be a financial burden for some families. With verification of financial need, Andover may waive the fees for the admission and financial aid applications and standardized testing. For more information about fee waivers, please call our office at (978) 749-4050.



## DIVORCED OR SEPARATED PARENTS

The resources of both parents must be considered in cases where a divorce or separation has taken place. This information should be included on the financial statement provided by the school. The availability of complete information from both parents is essential to assure a fair assessment of the family contribution. Lack of this information may result in no award of aid or an arbitrarily low financial aid package. Financial aid award letters are mailed in the same envelope as the letter of admission, on March 10. For more detailed information, direct your e-mail, letter or telephone call to:

James F. Ventre, *Director of Financial Aid*  
Phillips Academy  
180 Main St.  
Andover MA 01810-4161  
Telephone: 978-749-4059  
jventre@andover.edu

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## FINANCIAL PLANNING: THE ANDOVER PLAN

All families, whether or not they are receiving financial aid, benefit from planning carefully the way in which they will pay for their children's education. Accordingly, Andover created the Andover Plan, which offers parents different payment options. The program was designed with the help of KeyBank and prepGATE. Briefly, the options include a one-time tuition payment that avoids tuition increases; programs that access credit loans; and arrangement of a monthly budgeting plan. All students who are enrolled on a full-time basis are eligible for these plans, which are explained in detail on the following page.

## THE ANDOVER PLAN

The Andover Plan provides the following payment options for a range of family situations.

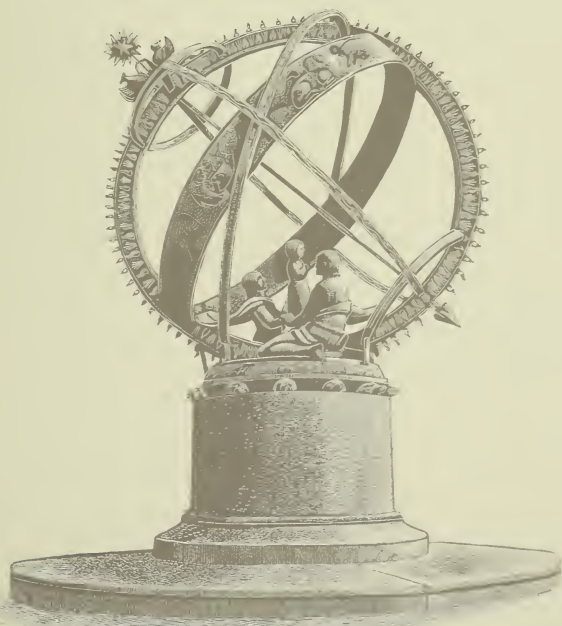
	<b>1 Key Education: Monthly Payment Plan</b> A monthly budget option	<b>2 Key Education: Achiever Loan</b> A low-cost private loan
Benefits	<ul style="list-style-type: none"> <li>• Apply online, by phone, mail, or fax</li> <li>• No credit review</li> <li>• No interest</li> <li>• Families may budget any annual amount of tuition expense, other than the nonrefundable enrollment deposit, over the school term</li> <li>• Direct Debit Option—payments can be automatically withdrawn from your checking account</li> <li>• Optional Education Completion Protection—valuable life and disability insurance</li> </ul>	<ul style="list-style-type: none"> <li>• Apply online, by phone, mail, or fax</li> <li>• Reserve funds for 1–4 years of school; interest is charged only on the amounts paid to the school</li> <li>• Low interest rate and overall cost</li> <li>• Can also be used to meet college expenses</li> <li>• Optional Education Completion Protection—valuable life and disability insurance</li> </ul>
Features	<ul style="list-style-type: none"> <li>• Pay for one year of school in 10 equal monthly payments beginning May 1</li> <li>• Application fee of \$55 prior to June 1 then increases to \$100</li> <li>• Family pays Key, which pays Phillips Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Favorable interest rate; set quarterly based on 3-month LIBOR plus 3.85% (9.21% as of 2nd quarter 2007, 9.50% APR). Borrow from \$2,000 up to the total cost of education less any aid</li> <li>• Funds are paid to Phillips Academy</li> <li>• Up to 20-year repayment term</li> </ul>
Eligibility	<ul style="list-style-type: none"> <li>• Any family wishing to pay annual costs in equal monthly payments regardless of financial aid awards</li> </ul>	<ul style="list-style-type: none"> <li>• Main applicant: Parent or sponsor of student, wishing to pay education costs over an extended term</li> </ul>
Obligation	<ul style="list-style-type: none"> <li>• Monthly payments to Key over 10 months</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly payments to Key over 240 months</li> </ul>
Source	<ul style="list-style-type: none"> <li>• Family funds</li> </ul>	<ul style="list-style-type: none"> <li>• Loan</li> </ul>
Contact	<ul style="list-style-type: none"> <li>• Key Education Resources, 1-800-KEY-LEND www.Key.com/educate</li> </ul>	<ul style="list-style-type: none"> <li>• Key Education Resources, 1-800-KEY-LEND www.Key.com/educate</li> </ul>
	<b>3 prepGATE: Education Loan</b> A low-cost private loan	<b>4 Phillips Academy: Guaranteed Tuition Single Payment</b> A prepayment option
Benefits	<ul style="list-style-type: none"> <li>• Apply online, by phone, mail, or fax</li> <li>• Approval by next business day</li> <li>• Specially designed credit test to enable increased program access</li> <li>• Low overall financing cost</li> <li>• Can be used to finance college as well</li> </ul>	<ul style="list-style-type: none"> <li>• No tuition increases</li> <li>• Automatic enrollment in Tuition Refund Plan at no cost for the current school year</li> </ul>
Features	<ul style="list-style-type: none"> <li>• Favorable interest rate; based on a LIBOR Index plus a margin of 3.5% (9.54% APR). (8.82% as of 2nd quarter 2007.)</li> <li>• 10-year repayment term</li> <li>• No prepayment penalties</li> <li>• No application fee</li> </ul>	<ul style="list-style-type: none"> <li>• Families prepay tuition from their own resources for a student's entire Andover education at the entry-level cost times the number of years, e.g. four for 9th grade, three for 10th grade, two for 11th grade</li> </ul>
Eligibility	<ul style="list-style-type: none"> <li>• Any family wishing to pay annual costs in equal monthly payments regardless of financial aid awards</li> </ul>	<ul style="list-style-type: none"> <li>• Main applicant: Parent or sponsor of student, wishing to pay education costs over an extended term</li> </ul>
Obligation	<ul style="list-style-type: none"> <li>• Monthly payments to Bank of America</li> </ul>	<ul style="list-style-type: none"> <li>• Prepayment to school of entire four, three or two years of tuition at first year's rate</li> </ul>
Source	<ul style="list-style-type: none"> <li>• Loan</li> </ul>	<ul style="list-style-type: none"> <li>• Family funds or loans</li> </ul>
Contact	<ul style="list-style-type: none"> <li>• prepGATE, 1-888-353-GATE www.prepgate.com</li> </ul>	<ul style="list-style-type: none"> <li>• Phillips Academy, 978-749-4504 billing@andover.edu</li> </ul>

## INTERVIEWS WITH ALUMNI REPRESENTATIVES

While it is advisable from the student's point of view to visit Andover, distance frequently renders a visit impractical. When this is the case, the candidate should e-mail or telephone the most conveniently located alumni admission representative and arrange for an interview. After you arrange for an interview with an alumni admission representative, please notify the Andover admission office of the date of the interview and the name of the interviewer. This procedure will help us keep your records up to date. A candidate unable to arrange for an alumni admission representative interview should communicate with the admission office for assistance. All interviews with alumni admission representatives must be conducted by January 15 for day student candidates or February 1 for boarding student candidates or the candidate will not receive a March 10 decision.

Alumni admission representatives are local alumni who have volunteered their time to assist the school with the admission process. They are often busy people who have many demands upon their time. Applicants and their families are urged to schedule appointments with alumni interviewers well in advance of the deadlines to avoid schedule conflicts.

A list of alumni representatives begins on the next page. If you choose to e-mail an alumni representative to request an appointment, please indicate "Phillips Academy interview request" in the subject line.





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907-258-8750 (W)

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Andrea '03, Barbara '07  
La Hacienda 7522  
Chihuahua, C.P. 32505  
656-618-2527 (H)  
hraynal@bluelink.andover.edu

### NETHERLANDS

*Hilversum*

Mr. and Mrs. John Smiljanic  
J.R. '92  
Zonnelaan 2-G  
1217 NG Hilversum  
31-35-622-0391

### SINGAPORE

Mildred Tao Ong  
Ker-Yu '09  
38 Bin Tong Park, 269819  
65-62204117 (H)  
taoyh@pacific.net.sg

### SWITZERLAND

*Gryon*

Mrs. Joanne Kindlund  
Darien '98  
L'Alpe Des Chaux  
L'Armaille 23.1, CH-1882  
41-24-498-2470  
joanne@kindlund.com

### U.S. VIRGIN ISLANDS

*St. Thomas*

Dr. and Mrs. Peter Curreri  
Alexis '95  
PO Box 6047, 00804-6047  
809-775-5519 (H)









*"In a radius of about 15 meters, you can quickly find people to talk to who can play varsity football, can name every country on a world map, can read code for fun, are passionate about fashion design, or can capture the essence of a moment in a photograph. Andover is all about the students—all great, mighty, and incredibly interesting. It's impossible to have a boring conversation in a dorm."*

*—Gustavo Tavares '09, Santo Domingo, Dominican Republic*



*"Whether it's a movie in Kemper Auditorium or a dance in the Ryley Room, Andover has so much to offer on the weekends. It's unbelievable how many new things you can enjoy over the course of just a few weekends: snow tubing, laser tag, even professional comedians!"*

*—Reese Osta '10, Albuquerque, N.M.*







# COLLEGE MATRICULATIONS FOR THE CLASS OF 2006

College	Admitted	Matriculated	College	Admitted	Matriculated
Arizona, U	3	1	Middlebury	14	5
U. New South Wales, Aust.	1	1	Mount Holyoke	6	1
Babson	6	3	New Hampshire, U	6	1
Bard	2	1	SUNY/Binghamton	3	1
Barnard	7	3	New York U	17	7
Bates	10	2	North Carolina, U/CH	5	2
Beloit	1	1	Northwestern	13	4
Bentley	4	1	Notre Dame	2	1
Boston College	22	3	Ohio State U	4	1
Boston University	33	5	Oxford U/England	1	1
Bowdoin	10	5	Parsons School of Design	1	1
Brandeis	5	2	Pennsylvania, U	21	9
Brown	24	13	Princeton	12	6
Bryn Mawr	1	1	Providence	6	1
Bucknell	6	1	Purdue	5	2
Cal, U/Berkeley	9	4	Queen's University	2	1
Cal, U/San Diego	6	1	Reed	1	1
Cal, U/Santa Cruz	3	1	Rhode Island School Design	1	1
Calif. College of the Arts	1	1	Rice	8	1
Carnegie Mellon	15	2	Rochester, U	10	2
Chicago, U	16	4	Rollins	2	1
Claremont McKenna	4	2	Sacred Heart	1	1
Colby	14	3	Saint Andrews/Scotland	9	2
Colgate	6	1	Saint Anselm	3	1
Colorado College	2	1	Salve Regina	2	1
Colorado, U	6	2	San Diego, U	1	1
Columbia	15	7	San Francisco, U	2	1
Cornell	23	8	Santa Clara U	2	1
Dartmouth	12	5	Skidmore	5	1
Denver, U	5	1	Smith	5	2
DePaul	1	1	Southern California, U	15	3
Drexel	4	1	Spelman	1	1
Duke	19	8	Stanford	16	7
Edinburgh, U/Scotland	4	1	Stonehill	4	1
Elon	2	1	Syracuse	6	2
Emory	15	2	Trinity College/CT	30	9
Fordham	5	1	Trinity College/Dublin	2	1
George Washington	21	2	Tufts	20	3
Georgetown	25	11	Tulane	7	1
Hamilton	7	3	Union	6	4
Hartwick	1	1	U.S. Air Force Academy	1	1
Harvard	23	19	U.S. Naval Academy	1	1
Hobart/William Smith	6	1	Vanderbilt	21	7
Holy Cross	2	2	Vermont, U	7	1
Indiana U/Bloomington	6	1	Virginia, U	10	4
Ithaca	4	1	Washington & Jefferson	2	1
Johns Hopkins	22	2	Washington and Lee	1	1
Lehigh	8	2	Washington, U/Seattle	2	1
Manhattanville	1	1	Washington U/St. Louis	10	1
Mass. Inst. of Technology	13	8	Wesleyan	11	5
Massachusetts, U/Amherst	14	1	Wheaton	4	1
Massachusetts, U/Lowell	2	2	William & Mary	4	1
McGill	8	3	Wisconsin, U	7	1
Miami, U	9	1	Yale	20	13

# 2006-2007 STATISTICAL INFORMATION AND GEOGRAPHICAL DISTRIBUTION

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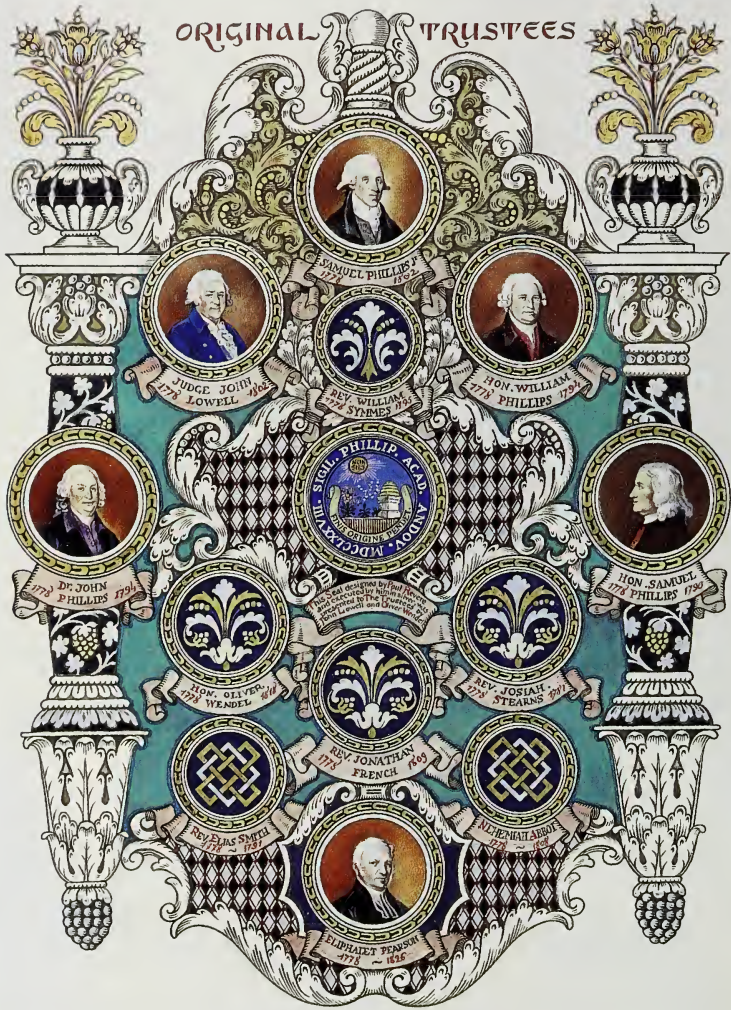
Alabama	0	Oregon	2	Korea	13
Alaska	3	Pennsylvania	7	Mexico	1
Arizona	3	Rhode Island	6	People's Rep. of China	6
Arkansas	1	South Carolina	2	Saudi Arabia	4
California	67	South Dakota	2	Singapore	7
Colorado	16	Tennessee	1	Spain	2
Connecticut	40	Texas	17	Switzerland	1
Delaware	0	Utah	2	Taiwan	2
District of Columbia	4	Vermont	3	Thailand	6
Florida	22	Virginia	14	Turkey	1
Georgia	14	Washington	10		
Hawaii	2	West Virginia	3	Total International	86
Idaho	3	Wisconsin	7	Total U.S.	1,008
Illinois	34	Wyoming	2		
Indiana	2	U.S.V.I. & P.R.	0	School Total	1,094
Iowa	2	Pacific Islands	0		
Kansas	3				
Kentucky	3	Total U.S.	1,008		
Louisiana	7				
Maine	9			Seniors	327
Maryland	6			Uppers	279
Massachusetts	463	Based on place of current residence, not citizenship.		Lowers	285
Michigan	5			Juniors	203
Minnesota	1				
Mississippi	2	Bahrain	1		1,094
Missouri	0	Bulgaria	1		
Montana	2	Canada	7		
Nebraska	0	Dominican Republic	1		
Nevada	3	England	3	Total Boarding Students	798
New Hampshire	39	France	2	Total Day Students	296
New Jersey	42	Germany	1		
New Mexico	1	Hong Kong	16	Total	1,094
New York	108	Hungary	1		
North Carolina	12	Italy	1		
North Dakota	1	Jamaica	1		
Ohio	8	Japan	7		
Oklahoma	2	Kazakhstan	1		







# ORIGINAL TRUSTEES



## BOARD OF TRUSTEES

### CHARTER TRUSTEES

OSCAR L. TANG '56  
*President of the Board*  
New York, New York

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*Treasurer of the Board*  
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BARBARA LANDIS CHASE  
*Head of School and  
Clerk of the Board*  
Andover, Massachusetts

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New York, New York

PETER L.S. CURRIE '74  
Palo Alto, California

EDWARD E. ELSON '52  
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STEPHEN C. SHERRILL '71  
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Portland, Oregon

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Perrysburg, Ohio

STEPHEN B. BURBANK '64  
Philadelphia, Pennsylvania

GEORGE BUSH '42  
Houston, Texas

JOHN L. COOPER '31  
Westwood, Massachusetts

RICHARD GOODYEAR '59  
Sevilla, Spain

CLINTON J. KENDRICK '61  
Bedford, New York

JOHN D. MACOMBER '46  
Washington, D.C.

ELIZABETH PARKER POWELL '56  
Wellesley Hills, Massachusetts

BARBARA CORWIN TIMKEN '66  
Belmont, Massachusetts

DAVID M. UNDERWOOD '54  
Houston, Texas

Nor think the difference mighty as it seems  
Between life's morning and its evening dreams;  
Fourscore, like twenty, has its tasks and toys;  
In earth's wide schoolhouse all are girls and boys.

From *The School-Boy*  
by Oliver Wendell Holmes  
Class of 1825



## SELECTED ADMINISTRATORS

2007–08 Academic Year

### Office of the Head of School

BARBARA LANDIS CHASE  
*Head of School*  
A.B., M.L.A.  
REBECCA M. SYKES  
*Associate Head of School*  
A.B., M.S.W.

### Office of the Dean of Faculty

TEMBA T. MAQUBELA  
*Assistant Head for Academics  
and Dean of Faculty*  
B.S., M.S.  
SUSAN R. MCCASLIN  
*Associate Dean of Faculty*  
A.B., M.T.S.

### Office of the Dean of Studies

JOHN E. ROGERS  
*Dean of Studies*  
B.A., A.M.  
ELIZABETH G. KORN  
*Associate Dean of Studies*  
B.A., Ed.M., Ed.D.

### Office of the Dean of Students and Residential Life

MARLYS A. EDWARDS  
*Dean of Students and  
Residential Life*  
B.A., M.A.  
CARLOS A. HOYT, JR.  
*Associate Dean of Students and  
Residential Life*  
B.A., M.A.  
ELISA M. JOEL  
*Abbot Cluster Dean*  
B.A.  
CLYFE G. BECKWITH  
*Flagstaff Cluster Dean*  
B.A., M.S., Ph.D.  
AYA S. MURATA  
*Pine Knoll Cluster Dean*  
B.A., A.M.

CHAD A. GREEN  
*West Quadrangle  
North Cluster Dean*  
B.A., M.T.S.

PETER D. WASHBURN  
*West Quadrangle  
South Cluster Dean*  
B.A.

### Business Office

STEPHEN D. CARTER  
*Chief Financial Officer*  
Sc.B., M.A.L.S.

### Office of Admission and Financial Aid

JANE FOLEY FRIED  
*Assistant Head for  
Enrollment/Research &  
Planning and  
Dean of Admission*  
A.B., M.A.  
JAMES F. VENTRE  
*Director of Financial Aid  
and Admission Operations*  
A.B.

DEBORAH B. MURPHY  
*Senior Associate Dean of  
Admission*  
B.A., M.Ed.

JILL E. BOUYEA  
*Assistant Dean of Admission*  
B.A.

STEPHEN W. CARR  
*Associate Dean of Admission*  
B.A.

ELISA M. JOEL  
*Associate Dean of  
Admission/Abbot Cluster Dean*  
B.A.

VIVIAN V. MALLICK  
*Associate Dean of Admission*  
B.A.

SUSAN A. MANTILLA-GOIN  
*Associate Dean of Admission/  
Director of Student of Color  
Recruitment*  
B.A.

TERI A. MOSS-TYLER  
*Assistant Dean of Admission*  
B.A.

JOSÉ W. POWELL  
*Assistant Dean of Admission*  
B.S.

STEPHEN A. SILVERSIDES  
*Assistant Dean of Admission*  
B.A.

### Office of Academy Resources

PETER R. RAMSEY  
*Secretary of the Academy*  
B.A.

DAVID A. FLASH  
*Director of Gift Planning*  
B.A.

LUANNE M. KIRWIN  
*Director of Development*  
B.A., A.L.M.

TRACY M. SWEET  
*Director of Academy  
Communications*  
B.A.

PATRICIA A. DIODATI  
*Director of Information Services*

ANN C. HARRIS  
*Director of Class, Reunion and  
Parent Giving*  
B.A., M.B.A.

### Office of Community and Multicultural Development

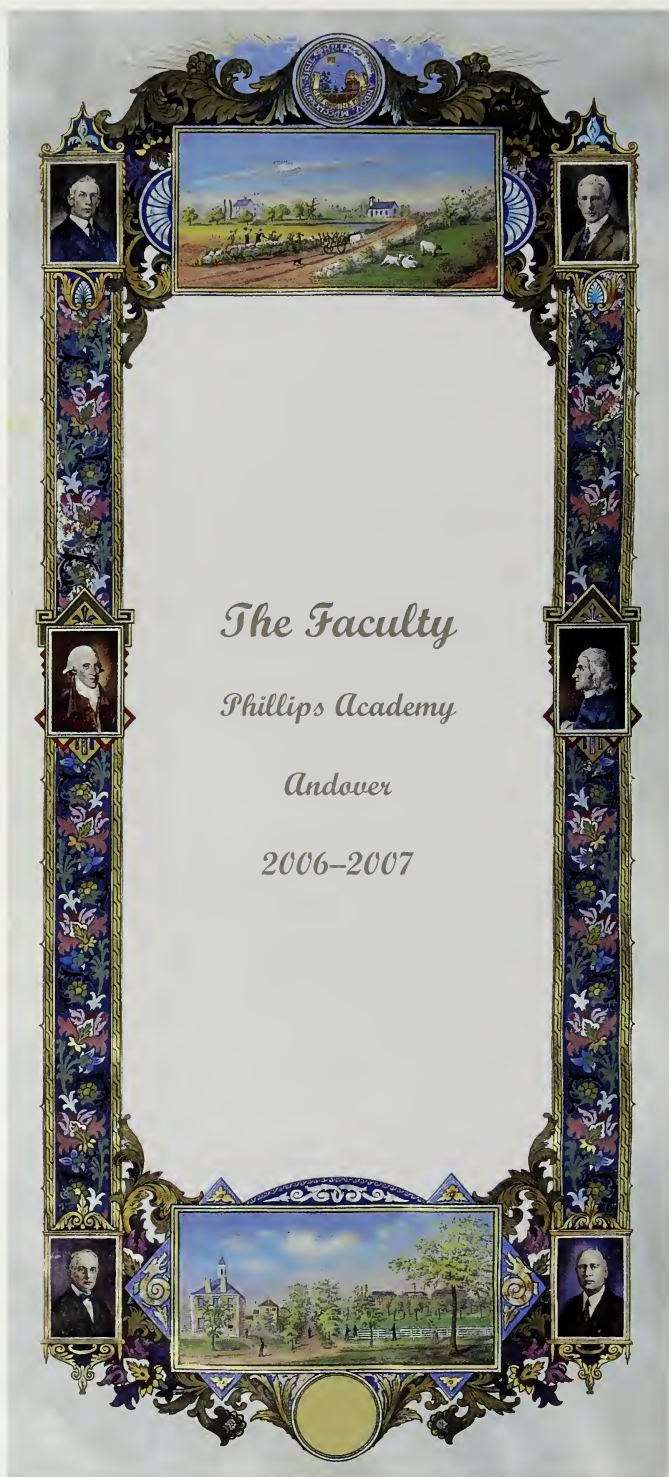
LINDA C. GRIFFITH  
*Dean of Community and  
Multicultural Development*  
B.A., M.Ed.

RAJ R. MUNDRA  
*Assistant Dean of Community  
and Multicultural Development*  
B.A., M.A.

### Athletic Department

MICHAEL J. KUTA  
*Director of Athletics*  
B.S.

KATHRYN A. DOLAN  
*Assistant Athletic Director*  
B.S., M.Ed.



# ANDOVER FACULTY 2006-07 Academic Year

The date following the name indicates the year the person joined the Andover faculty.

TRACY ELIZABETH AINSWORTH 2002

*Instructor in History and Social Science*

B.A. Princeton University;  
M.A. University of Colorado

YASMINE BELL ALLEN 2000

*Instructor in Spanish*

B.A. DePauw University;  
M.A. Purdue University

FERNANDO RAFAEL ALONSO 2005

*Director of (MS)<sup>2</sup>;  
Instructor in Mathematics*  
B.S. Cornell University

MAX CHARLES ALOVISETTI 1986

*Chair of the Psychology Department; Director of Psychological Services; Instructor in Psychology*

B.A., M.S. City College of N.Y.;  
Ph.D. University of Rhode Island

JOHN WARREN ANDERSON 2002

*Director of College Counseling*  
B.A. Colgate University; M.Ed. University of New Hampshire

ELIZABETH GRACE AUREDEN 1991

*Chair of the Music Department; Instructor in Music*

B.M., M.M. Eastman School of Music; Ed.D. Harvard University

VINCENT BEDE JOHN AVERY 1976

*Instructor in Philosophy and Religious Studies on the Independence Foundation Teaching Endowment No. 1*

S.T.L. Gregorian University;  
S.T.D. Academia Alphonsiana, Rome

BRUCE WILSON BACON 1994  
*Chair of the Theatre and Dance Department; Instructor in Theatre*

B.A. Amherst College;  
M.F.A. Yale School of Drama

SETH BURTON BARDO 1981

*Instructor in English on the Walter Scott Leeds Teaching Foundation*

B.A. Yale; M.A.T. Harvard

HOLLY A. BARNES 2000

*Instructor in Music*

B.M. Indiana University;  
M.M. University of Southern California; M.M. Boston University

DONALD THOMPSON BARRY 1980

*Instructor in Mathematics*  
B.A. Carleton College; M.Div. Yale Divinity School

ROXANNE SCOTT BARRY 1995

*Complementary House Counselor; Academic Advisor*  
B.A. Carleton College; M.El.Ed. Goucher College

CLYDE GORDON BECKWITH 1992

*Dean of Flagstaff Cluster; Instructor in Physics on the Richard J. Stern Instructorship*  
B.A. Dartmouth College;  
M.S., Ph.D. Boston College

KATHRYN JUDE BENSON 2006

*Instructor in English*  
A.B. Princeton University

LOUIS MICHAEL BERNIERI 1977

*Instructor in English; Andover Bread Loaf Coordinator*  
A.B. Harvard University; M.A. Middlebury College

CARL WALKER BEWIG 1986

*Associate Director of College Counseling*  
B.A. Oberlin College;  
M.A.Ed. Washington University (St. Louis)

KATHRYN A. BIRECKI 1984

*Athletic Trainer*  
B.S. Central Connecticut State University

LANI MARIE BOARDMAN 2006

*Instructor in Mathematics*  
B.S. University of Vermont

REBECCA STILLMAN  
BOGDANOVITCH 2006  
*Sustainability Coordinator*  
B.A. Bowdoin College

JILL ELIZABETH BOUYEA 2005

*Admission Counselor*  
B.A. Bowdoin College

GAIL CHANDLER BOYAJIAN 2001

*Instructor in Art-Architecture*  
B.A. Tufts University;  
M.A. Arch. M.I.T.

ROBERT STEPHEN BRAILE 2005

*Instructor in English*  
B.A. Bucknell University;  
M.F.A. Bennington College



SUZANNE ELIZABETH  
BUCKWALTER 2001  
*Chair of the Mathematics  
Department; Instructor in  
Mathematics on the Zukerman  
Fellowship for Teaching and  
Learning*  
B.A. University of Northern  
Iowa; M.S. Northwestern  
University

KEVIN FRANCIS CARDOZO 1992  
*Chair of the Chemistry  
Department;  
Instructor in Chemistry*  
B.A. Haverford College

DEBORAH LYNN CARLISLE 1992  
*Instructor in Chemistry*  
B.S., M.S. University of  
New Hampshire

STEPHEN WENTWORTH  
CARR JR. 2002  
*Associate Dean of Admission*  
B.A. Amherst College

CATHERINE JANE CARTER 2001  
*Instructor in Classics*  
B.A. Grinnell College; J.D.  
University of California, Berkeley

STEPHEN DOUGLAS CARTER  
1980  
*Chief Financial Officer on the  
Beinecke Foundation for the  
Chief Financial Officer*  
Sc.B. Brown University;  
M.A.L.S. Wesleyan University

PAUL DAVIS CERNOTA 1999  
*Instructor in Chemistry; Advisor  
for Gay, Lesbian & Bisexual  
Issues; Scheduling Officer*  
A.B. Princeton; Ph.D. University  
of California

BARBARA LANDIS CHASE 1994  
*Head of School on the  
Foundation in Honor of John P.  
Stevens Jr.; Instructor in History  
& Social Science*  
A.B. Brown University; M.L.A.  
Johns Hopkins University

PETER MICHAEL CIRELLI 1994  
*Instructor in Music*  
B.M. New England Conservatory  
of Music

CHARLES ROGER FRANCOIS  
CLERC 2005  
*Chair of the French  
Department; Instructor in  
French*  
B.A. University of Burgundy;  
M.A., Ph.D. University of Paris

ANDREW JAMES CLINE 1979  
(ON SABBATICAL)  
*Instructor in Mathematics  
on the Frederick W. Beinecke  
Teaching Foundation*  
B.A. College of Wooster;  
M.A.L.S. Wesleyan University

THOMAS EDWARD CONE III  
1966  
*Instructor in Biology on the Class  
of 1929 Teaching Foundation;  
Director of PALS Program*  
B.S. Trinity College;  
M.A.T. Brown University

TRAVIS JAMES CONLEY 2004  
*Chair of the Chinese Department;  
Instructor in Chinese*  
B.A. Stanford University;  
M.A. University of Washington

BRIAN DAVID COX 1997  
*Head Trainer, Athletics;  
Instructor in Athletics*  
B.S. Northeastern University

ELAINE CRIVELLI 1997  
(ON SABBATICAL)  
*Chair of Art Department;  
Instructor in Art*  
B.A. West Chester University;  
M.F.A. University of Delaware

STEPHANIE ERIN CURCI 2004  
*Instructor in English*  
A.B. Princeton University;  
M.A. Brown University

MARK ALAN CUTLER 2003  
*Instructor in Spanish*  
B.A. St. Lawrence University;  
M.A. Middlebury College

KATHLEEN MARY DALTON  
1980  
(ON SABBATICAL FALL TERM)  
*Instructor in History and Social  
Science on the Cecil F.P.  
Bancroft Teaching Foundation;  
Co-Director, Brace Center*  
B.A. Mills College; M.A., Ph.D.  
Johns Hopkins University

PATRICIA BOYCE DAVISON  
2000  
*Director of the Academic  
Support Center; Coordinator of  
Student Disability Resources*  
B.S. Fitchburg State College;  
M.Ed. Cambridge College

ANTONETTE DIPINA 2006  
*Assistant Protestant Chaplain*  
B.A. Worcester State College

GEORGE MACNAMARA DIX  
1972  
*Instructor in Spanish*  
A.B. Brown University;  
A.M. Middlebury College

MARCELLE ANNE DOHENY  
1992  
*Instructor in History and  
Social Science*  
B.A. University of York, U.K.;  
Postgraduate Certificate of  
Education, University of Oxford,  
U.K.

KATHRYN ANN DOLAN 1990  
*Instructor in Athletics;  
Assistant Director of Athletics  
on the John H. Porter Jr.  
Bicentennial Instructorship*  
B.S. University of New  
Hampshire; M.Ed.  
Cambridge College

- JEFFREY CHARLES DOMINA 1999  
*Instructor in English on the Richard J. Phelps Instructorship*  
A.B. Duke University;  
M.A. University of Virginia
- PETER LAWRENCE DRENCH 1986  
*Instructor in History and Social Science and Chair of the Department of History and Social Science on the Class of 1945 Teaching Foundation for the Chair of the History Department*  
B.A. Cornell University;  
M.A. Tufts University
- MICHAEL JOSEPH EBNER 1995  
*Protestant Chaplain; Director of Alumni Affairs*  
B.A. Rollins College
- MARLYS ANN EDWARDS 1990  
*Dean of Students and Residential Life; Instructor in English*  
B.A. Brooklyn College;  
M.A. Middlebury College
- CYNTHIA J. EFINGER 2003  
*Director of Student Activities*  
B.A. University of Utah
- MARK EDWARD EFINGER 1993  
*Instructor in Theatre*  
B.A. Middlebury College;  
M.F.A. University of North Carolina
- ADA MEI FAN 1983  
*Instructor in English on the Alfred Ernest Stearns Teaching Foundation*  
B.A. Harvard University;  
M.S. Boston University; M.A., Ph.D. University of Rochester
- KAREN JUNE FARRELL 2005  
*House Counselor*  
B.A. University of Rhode Island;  
M.A. Ball State University;  
M.L.S. Syracuse University
- PATRICK JAMES FARRELL 2004  
*Instructor in Mathematics*  
B.A. Amherst College;  
M.S. University of Connecticut
- BRIAN DAVID FAULK 2006  
*Instructor in Chemistry*  
B.A. Stanford University;  
A.M. Harvard University
- MARTHA GOURDEAU FENTON 1994  
*Instructor in Athletics*  
B.A. Bowdoin College; M.M.S. Lesley College
- ANNE FERGUSON 2005  
*Senior Associate Director of College Counseling*  
B.A. Denison University; M.A. University of Akron
- LANITA LASHAWN FOLEY 2006  
*Associate Director of College Counseling*  
A.B. Stanford University
- DAVID USHER FOX 2004  
*Instructor in English*  
B.A. Bates College;  
Ed.M. Harvard University
- SUSAN ANDERSON FRIEDEL 2006  
*Instructor in Spanish*  
A.B. Brown University; M.A. Middlebury College
- EMMA LEWINSOHN FREY 2002  
*Instructor in History and Social Science on the Frederick S. Allis Jr. Teaching Instructorship in History*  
B.A. Franklin and Marshall College; M.A.L.S. Wesleyan University
- JANE FOLEY FRIED 1991  
*Assistant Head for Enrollment, Research and Planning; Dean of Admission on the Joshua Lewis Miner III Deanship of Admission Foundation*  
B.A. Bowdoin College;  
M.A. Tufts University
- SHAWN FULFORD 1989  
*Instructor in Mathematics*  
B.S. William and Mary;  
M.A. Duke University
- MARY LINE FULTON 1985  
(ON PARTIAL, FULL YEAR SABBATICAL)  
*Instructor in English on the R. Allen Keyworth Teaching Foundation*  
B.A. Mount Holyoke College;  
M.A. University of Virginia;  
Ph.D. University of New Hampshire
- ELLEN MARY GLOVER 1991  
(ON SABBATICAL)  
*Instructor in Mathematics*  
B.A. Mount Holyoke College;  
M.Ed. Harvard University
- LEISLIE GODO-SOLO 2002  
*Associate Director of the Institute for Recruitment of Teachers*  
B.A. Cleveland State University;  
M.A. University of Rhode Island
- HANNAH LILLY GOLDSTEIN 2006  
*Ezra Fellow*  
B.A. Brandeis University
- RICHARD BRUCE GORHAM 2000  
*House Counselor*  
B.A. University of Massachusetts; M.A. Middlebury College
- JOHN ALLEN GOULD 1982  
*Instructor in English on the Frederick W. Beinecke Teaching Foundation*  
B.A. Williams College;  
M.A. Indiana University
- CHAD ALLAN GREEN 1996  
*Dean of West Quad North Cluster; Director of Community Service*  
B.A. Lewis and Clark College  
M.T.S. Boston University

KATHRYN LUCIER GREEN 1994  
*Instructor in Mathematics*  
 B.A. Boston University; M.S.T.  
 University of New Hampshire

MARESSA STEPHANIE GRIECO  
 1999–2004, 2006  
*Instructor in English*  
 B.A. Wellesley College; M.A.  
 University of New Hampshire

LINDA CARTER GRIFFITH 1990  
*Dean of Community and  
 Multicultural Development;*  
*Instructor in English; Advisor to  
 African-American and Latino  
 Students*  
 B.A. Vassar College;  
 M.Ed. Cambridge College

MAXINE STEFANIA GROGAN  
 1989  
*Dean of Summer Session  
 Admission; Academic Advisor*  
 B.A. Merrimack College

CHRISTOPHER JUDE GURRY  
 1974  
*Instructor in History and Social  
 Science on the Martha Cochran  
 Foundation*  
 A.B. Harvard College;  
 M.A. Tufts University

JEREMIAH C. HAGLER 2000  
*Instructor in Biology*  
 B.A. University of California/  
 Santa Cruz; Ph.D. Cornell  
 University

MARGARET LUCILLE HARRIGAN  
 1992  
*Instructor in Art*  
 B.F.A. Tufts University; M.F.A.  
 University of Connecticut

KEVIN PATRICK HEELAN 1983  
*Instructor in Theatre & Dance*  
 B.A. St. Mary's College of  
 Maryland; M.F.A. Smith College

VICTOR WILLIAM HENNINGSSEN  
 III 1974–79, 1985  
*Instructor in History and  
 Social Science*  
 B.A. Yale; M.A. Stanford; Ed.M.,  
 Ed.D. Harvard University

KARINA ELIZABETH  
 HERNANDEZ 2005  
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 Counseling*  
 B.A. Dartmouth College

MATTHEW CURLEY HESSON  
 2005  
*Instructor in History*  
 B.A. Bowdoin College

THOMAS SALKALD HODGSON  
 1977  
*Chair of Philosophy and Religious  
 Studies; Instructor in Philosophy  
 and Religious Studies on the  
 William M. Newman Teaching  
 Foundation*  
 B.A. Williams College;  
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SCOTT WILLIAM HOENIG 2003  
*Instructor in Mathematics*  
 A.B. Bowdoin College;  
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 1993  
*Instructor in Biology*  
 B.S. Howard University;  
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*Instructor in Chemistry and  
 Mathematics*  
 B.A. Cornell; M.A. & Ph.D.  
 University of California, Berkeley

JAVIER E. HORTA 2006  
*Visiting Scientist in Chemistry on  
 the Israel Family Foundation for  
 Student Research*  
 B.A. University of Puerto Rico;  
 M.M.Sc. Harvard University;  
 M.D. University of Miami  
 School of Medicine; Ph.D.  
 Massachusetts Institute of  
 Technology

CARLOS ALFONSO HOYT JR.  
 2006  
*Associate Dean of Students*  
 B.A. Wesleyan University;  
 M.S.W. Boston University  
 School of Social Work

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 HUNTOON 2006  
*Instructor in History and Social  
 Science*  
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 A.B., M.S. Harvard University;  
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 B.S. U.S. Naval Academy

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 2006  
*Instructor in Spanish*  
 B.A. University of Massachusetts;  
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*Associate Director of Psychological  
 Services; Instructor in Psychology*  
 B.A., M.A., Ph.D. University of  
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*Associate Director of Psychological  
 Services; Instructor in Psychology*  
 B.A. State University of New  
 York at Binghamton; M.Mus.  
 Manhattan School of Music;  
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 2005  
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*Associate Dean of Admission;*  
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 B.A. Amherst College



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1986-1995, 1998  
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2003  
*Instructor in Biology on the  
Schmertzler Instructorship*  
A.B. Dartmouth College; Ph.D.  
Massachusetts Institute of  
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*Instructor in Mathematics*  
B.S. Stella Maris College, India;  
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Technology, India;  
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PATRICK KABANDA 2004  
*School Organist;  
Instructor in Music*  
B.M., M.M. The Juilliard School  
of Music

THOMAS HENRY KANE 2004  
*Instructor in English*  
B.A. Harvard University; M.A.  
New York University; Ph.D.  
University of Virginia

RICHARD JON KELLER 1992  
*School Physician*  
*Board Certified Pediatrics  
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B.S. Yale University;  
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School of Medicine

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Abbot Academy Teaching  
Foundation*  
B.A. Yale College;  
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1985  
*Scheduling Officer, Athletics;  
Instructor in Athletics*  
B.S. Springfield College;  
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*Instructor in English*  
B.S. Lewis University; M.A.  
Loyola University; M.A., Ph.D.  
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1968  
*Instructor in Classics on the  
Alfred Lawrence Ripley  
Foundation*  
A.B. Princeton University;  
M.A. Trinity College

NEIL E. KOMINSKY 1995  
*Jewish Chaplain*  
B.A. Harvard College;  
B.H.L., M.A.H.L., Hebrew  
Union College

MARC DANA KOOLEN 1974  
*Chair of Biology Department  
Instructor in Biology*  
B.S. St. Lawrence University;  
M.S. Purdue University

ELIZABETH GAIL KORN 1986  
*Associate Dean of Studies*  
B.A. Wesleyan University; Ed.M.  
University of California at  
Berkeley; Ed.D. Harvard  
University

DOUGLAS JOHN KUHLMANN  
1983  
*Instructor in Mathematics*  
B.S. St. Louis University; M.A.,  
Ph.D. Northwestern University

MICHAEL J. KUTA 1983  
*Director of Athletics on the John  
H. Castle Jr. Directorship of  
Athletics; Chair of Athletics  
Department; Instructor in  
Athletics; Athletic Trainer*  
A.S. Berkshire Community  
College; B.S. Northeastern  
University

CORBIN FREDERICK LANG  
1996  
*Instructor in Mathematics*  
B.S. University of Oregon; M.S.  
Montana State University

NANCY MARIE LANG 1993  
*Instructor in Mathematics*  
B.A. Cornell University;  
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Massachusetts at Lowell

MIKA ELIAS LATVA-KOKKO  
2005  
*Instructor in Physics*  
M.Sc., Ph.D. University of  
Jyväskylä

MATTHEW JOHN LISA 2001  
*Instructor in Mathematics*  
B.A. Wesleyan University

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*Instructor in Mathematics*  
M.S. Moscow School of  
Education

PETER ANTHONY LORENCO  
1983  
*Instructor in Music*

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*Coordinator, Assoc. Program  
and Admission, IRT*  
B.A. Calvin College; M.A.  
University of Michigan

WILLIAM JOSEPH Lychack  
2006  
*Writer in Residence on the Roger  
F. Murray Teaching Foundation*  
B.A. Connecticut College;  
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LIXIA MA 2005  
*Instructor in Chinese*  
B.A. Beijing Institute of Light  
Industry; M.A. University of Iowa

JOHN RICHARD MAIER 1987  
*Instructor in Spanish*  
B.A. Ohio Wesleyan University;  
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VIVIEN VALENZUELA MALICK  
1999  
*Associate Dean of Admission*  
B.A. Tufts University

SUSAN AMARIS MANTILLA-  
GOIN 2002

*Associate Dean of Admission;  
Director of Student of Color  
Recruitment*

B.A. Denison University

TEMBA TEBOGO MAQUBELA  
1987

*Assistant Head for Academics;  
Dean of Faculty on the Edward  
E. Elson Foundation;  
Instructor in Chemistry*

B.S. University of Ibadan; M.S.  
University of Kentucky

VUYELWA MPHO MAQUBELA  
1987-94, 1996

*House Counselor*

B.A. Fort Hare University;  
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SUSAN RICHARDSON  
MCCASLIN 1977-1981, 1985

*Associate Dean of Faculty;  
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Religious Studies*

A.B. Smith College; M.T.S.  
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THOMAS EARL MCGRAW  
1983

*Instructor in English*

B.A. University of Notre Dame;  
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MICHAEL JAMES MCHUGH  
1994

*Instructor in Mathematics*

B.A. Columbia University;  
M.S., Ph.D. University of New  
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FRANCES MARIE MCCORMICK  
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B.A., B.F.A. Emmanuel College

CELESTE MCCORMICK  
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B.S. Northeastern University

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*Instructor in Spanish*

Licenciada en Filosofía y Letras  
University of Valladolid

PETER T. MERRILL 1989

*Head of the Division of World  
Languages on the David M.  
Underwood Teaching*

*Foundation for the Chair of the  
Language Division; Instructor in  
Russian*

B.A., A.M. University of  
Pennsylvania; M.A., Ph.D.  
University of California at  
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ELIZABETH ANN MEYER 1998

*Instructor in Classics*

B.A., M.A. University of  
Colorado; Ph.D. Boston  
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LEON ADRIAN MODESTE III  
1986

*Instructor in Athletics*

B.S. Springfield College; M.Ed.,  
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1984

*Instructor in Music*

B.Ed. University of  
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*Instructor in Philosophy and  
Religious Studies; Program  
Development, IAP*

B.A. Drake; M.Div. Harvard  
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HERBERT HARRY MORTON III  
1975

*Registrar; Instructor in  
Mathematics*

A.B. Dartmouth College

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1984

*Instructor in French*

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*Admission Counselor*

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*Chair of the Spanish Department;  
Instructor in Spanish on the Class  
of 1915/Garrigues Teaching  
Foundation*

B.A. Sir George Williams  
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MARY MINOT MULLIGAN 1984

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Social Science*

A.B. Mount Holyoke College;  
J.D. Northeastern University;  
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RAJESH RAMESH MUNDRA  
1996

*Assistant Dean of Community  
and Multicultural Development;  
Instructor in Biology on the Mesics  
Family Campaign Andover  
Instructorship*

B.A. Brandeis University; M.A.T.  
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*Dean of Pine Knoll Cluster;  
Advisor to Asian and Asian  
American Students*

B.A. Bates College;  
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*Senior Associate Dean of  
Admission*

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1989

*Director of Summer Session;  
Instructor in Mathematics on the  
Harris Family Instructorship for  
Mathematics*

B.A. Bates College; M.S.T.  
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*Instructor in Theatre and Dance*  
 B.A. St. Andrews Presbyterian  
 College; M.F.A. University of  
 North Carolina at Greensboro

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 1985  
*Instructor in English*  
 B.A. University of Notre Dame;  
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 2001  
*Instructor in Physics*  
 B.A. Yale University; M.S.  
 University of New Hampshire

CHRISTOPHER THOMAS ODDEN  
 2001  
*Instructor in Mathematics*  
 A.B. Harvard University; Ph.D.  
 Duke University

EMMANUEL A. ODJO 2006  
*Instructor in French*  
 B.A. University of Lagos,  
 Nigeria; M.A. Université de  
 Franche-Comte, Besançon;  
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DEBORAH MARY OLANDER  
 2002  
*Instructor in Academic Support;*  
*Instructor in Mathematics*  
 B.A. State University of New  
 York; M.S. Stanford University;  
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*Instructor in English on the*  
*Jonathan French Foundation*  
 B.A. Washington & Jefferson  
 College; M.A. University of New  
 Hampshire

DAVID ALBERT PENNER 1966  
*Instructor in Mathematics*  
*on the Elizabeth Milbank*  
*Anderson Foundation*  
 B.A. Amherst College;  
 M.A. University of Maryland

CARROLL PERRY III 2000  
*Instructor in History and Social*  
*Science*  
 B.A. Williams College; M.A.  
 Johns Hopkins University

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*Chair of Classics Department on*  
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 B.A. Northeastern University;  
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JOSÉ WILLIAM POWELL 2006  
*Assistant Dean of Admission*  
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*Chair of the Physics Department;*  
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*Peabody Foundation*  
 B.S. University of Washington

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*Associate Director of*  
*College Counseling*  
 B.A. Vassar College;  
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EDWIN GUSTAVUS  
 QUATTLEBAUM III 1973  
*Instructor in History and*  
*Social Science on the Donna*  
*Brace Ogilvie Teaching*  
*Foundation No. 2*  
 A.B. Harvard College;  
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RUTH F. QUATTLEBAUM 1979  
*Archivist; Instructor in Art*  
 A.B. Wheaton College;  
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*Director, IRT*  
 B.A. University of Virginia; M.A.  
 University of Michigan

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 JR. 2006  
*Visiting Scholar in English on*  
*the Visiting Scholar Chair*  
 B.A. Hampton University;  
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*Instructor in Biology;*  
*Instructor in Chemistry*  
 A.B. Bowdoin College

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 2005  
*Instructor in Biology;*  
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 B.A., M.A. Wesleyan  
 University

JOHN EDWARD ROGERS 1990  
*Dean of Studies and Instructor*  
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 B.A. University of Virginia;  
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 1981  
*Instructor in History and*  
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 B.A. Wesleyan University;  
 M.A.T. Harvard University;  
 Ph.D. Brandeis University

JENNIFER LYNN RUBACKY  
 2006  
*Intern in Graham House*  
*Counseling Center*  
 B.S. James Madison University

PATRICIA CLAIRE RUSSELL  
 1989  
*Head of Division of Natural*  
*Sciences; Instructor in Biology;*  
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 A.B., M.A.T. Brown University

DANIEL JOSEPH SCHNEIDER  
 2004  
*Instructor in Mathematics*  
 A.B. Harvard University; M.A.  
 Columbia University



NATALIE GILLINGHAM SCHORR  
1974

*Instructor in French on the Ammi  
Wright Lancashire Teaching  
Foundation*

B.A. McGill University;  
d.e.s. Aix Marseille; M.A.  
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NINA SAVIN SCOTT  
1990-92, 1995

(ON SABBATICAL)

*Instructor in English*

B.A. Duke University;  
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1987

*Instructor in Mathematics*

B.A. The Colorado College;  
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CHRISTOPHER LIVINGSTON  
SHAW 1982-88, 1994

*Instructor in History and Social  
Science; Director of the  
International Academic Partnership  
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B.A. Wesleyan University;  
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LINDSEY GRACE SHAW 2002

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TERUYO SHIMAZU 1999

*Instructor in Japanese*

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*Assistant Dean of Admission*

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1976

*Chair of the English Department  
on the Richard Adamson Lumpkin  
Teaching Foundation (for the chair  
of the English Department);  
Instructor in English on the  
Frederick W. Beinecke Teaching  
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B.A. Williams College; M.A.T.  
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DAVID A. STERN 2001

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B.S. Skidmore College; M.A. New  
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German*

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VICTOR SVEC 1980

*Chair of the Russian  
Department; Instructor in  
Russian on the A. Wells Peck  
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*Directory of Academy  
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ELWIN SYKES 1973-1996, 2002

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1974

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B.M. Oberlin College; M.F.A.  
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FRANK PRUDEN TIPTON 2005

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B.A., M.A. University of  
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PAUL FRANCIS TORTORELLA  
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CATHERINE DUBAY

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Elizabeth Rogers Instructorship*  
B.A., M.A., University of  
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*Director of the Oliver Wendell  
Holmes Library on the Abbot  
Stevens Foundation*

A.B. Duke University; M.P.H.  
University of North Carolina;  
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SHIRLEY ANN VEENEMA 1979  
*Chair of the Art Department;*  
*Instructor in Art*  
B.A. Bucknell University;  
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JAMES FREDERICK VENTRE  
1983-86, 1990  
*Director of Financial Aid*  
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A.B. Dartmouth College

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*Instructor in English*  
B.A. Hampshire College;  
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CHRISTOPHER ROBERT HUGH  
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*Instructor in Music on the*  
*Independence Foundation*  
*Teaching Endowment No. 3*  
M.A. The Queen's College  
Oxford University; A.R.C.M.  
Royal College of Music, London

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1984  
*Instructor in Music on the*  
*Donna Brace Ogilvie Teaching*  
*Foundation II*  
A.B. Harvard University; M.M.,  
D.M.A. Eastman School of Music

ELIZABETH EBBOTT WASHBURN  
1980  
*House Counselor;*  
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B.A. Dartmouth College

PETER DAVIS WASHBURN 1980  
*Dean of West Quad South Cluster;*  
*Instructor in Mathematics*  
B.A. Syracuse University

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*Instructor in Physics on*  
*the Frederick W. Beinecke*  
*Teaching Foundation*  
B.S., M.S. Dalhousie University;  
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*Instructor in Art on the Samuel*  
*Harvey Taylor Teaching*  
*Foundation*

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1980  
*Instructor in English*  
B.A. Yale College; M.A, Ph.D.  
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*Instructor in History and Social*  
*Science on the Margaret S. and F.*  
*Maurice Newton Teaching*  
*Foundation*

B.A. Wesleyan University; M.A.  
University of North Carolina

J. MEGAN WILLIAMS 2005  
*Instructor in History*  
B.A. Stanford University; M.A.  
University of Pennsylvania

HENRY BOND WILMER JR. 1970  
*Director of the Language*  
*Learning Center; Instructor in*  
*French on the John Mason*  
*Kemper/Class of 1949*  
*Teaching Foundation*  
B.A. Davidson College;  
M.A. Middlebury College

JUDITH TRIBO WOMBWELL 1995  
*Instructor in Dance*  
B.A. Old Dominion University

GONGMING YAN 2006  
*Instructor in Chinese*  
B.A. Peking University

FEI YAO 1991  
(ON SABBATICAL)  
*Instructor in Physics*  
B.S. Beijing Polytechnic  
University; M.A. Brooklyn  
College of SUNY

S. THAYER ZAEDER 1999  
*Instructor in Art on the Lumpkin*  
*Family Bicentennial*  
*Instructorship*  
B.F.A. Philadelphia College  
of the Arts; M.F.A. University of  
Minnesota

THERESE Y. ZEMLIN 2002  
*Instructor in Art-Sculpture*  
B.F.A. University of Illinois;  
M.F.A. University of  
Texas/Austin

## TEACHING FELLOWS

DAPHNA ATIAS 2006  
*Teaching Fellow in English*  
B.A. University of Michigan

ETHAN REAVIS BENNETT 2006  
*Teaching Fellow in History and*  
*Social Science*  
B.A. Colgate University

NAN DONG 2006  
*Teaching Fellow in Chinese*  
B.A. Beijing Foreign Studies  
University

COURTNEY MARIE DOUCETTE  
2006  
*Teaching Fellow in History and*  
*Social Science*  
B.A. Lawrence University;  
M.A. European University at  
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EMILY JANE ERICKSON 2006  
*Teaching Fellow in Biology*  
B.A. Middlebury College

NEFERTERNEKEN KETURAH  
FRANCIS 2006  
*Teaching Fellow in Chemistry*  
B.A. Swarthmore College

JULIA MARY HAAG 2006  
*Teaching Fellow in English*  
B.A. Yale University

ANN FOSTER HEINDEL 2006  
*Teaching Fellow in Community Service*  
B.A. Wesleyan University

MATTHEW PAUL LANGIONE 2006  
*Teaching Fellow in English*  
B.A. Amherst College; M.Phil. Cambridge University

ADRIENNE BRENDA MARSHALL 2006  
*Teaching Fellow in Community Service*  
B.A. Providence College

BRIAN GREGORY MEEHAN 2006  
*Teaching Fellow in French*  
B.A. Bates College

JOSHUA RYAN MONTAGUE 2006  
*Teaching Fellow in Physics*  
B.A. Colby College

KIMBERLY MARIE RAMOS 2006  
*Teaching Fellow in Chemistry*  
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## ADMINISTRATORS

DONALD BLANCHARD ABBOTT 1991  
*Senior Development Officer*  
B.A. Yale College; B.D. Episcopal Theological School

BRIAN THOMAS ALLEN 2004  
*Director of the Addison Gallery of American Art on the Mary Stripp Kemper and R. Crosby Kemper Addison Gallery Directorship*

B.A. Wesleyan University; J.D. University of Connecticut School of Law; M.A. Williams College; Ph.D. Yale University

SCOTT ALLAN AUBREY 2006  
*Director of Editorial Services*  
B.A. University of Lowell; M.A. Pittsburg State University

MALINDA STAFFORD BLUSTAIN 2001  
*Director of the Robert S. Peabody Museum*  
B.A. University of Florida, M.A. University of Kentucky

SANDRA LEE BUTTERS 2003  
*Director of the Parent Fund*  
B.A. Gordon College

DAVID WILLIAM CHASE 1996  
*Director of Stewardship*  
B.A. Brown University

MICHAEL JOSEPH EBNER 1995  
*Director of Alumni Affairs*  
B.A. Rollins College

LAURA FILLBACK EWING-MAHONEY 2003  
*Leadership Gift Officer*  
B.A. Denison University

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*Chief Investment Officer*  
B.A. Georgetown University, M.A. Harvard University, John F. Kennedy School of Government

SUSAN C. FAXON 1986  
*Associate Director of Addison Gallery on the Robert M. Walker Foundation for Curator/Art Historian*  
B.A. Smith College; M.S. Columbia University Graduate School

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## TRAVELING TO ANDOVER

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 41, then turn right (east) and follow Route 125 for two miles. Turn right onto Route 28, and go north three miles to the Andover campus. Turn right after the bell tower onto Salem Street. The Shuman Admission Center is on the right. Parking is located behind the building.

If driving from Logan Airport, follow the signs to Boston via the Sumner Tunnel and follow Route 93 north signs, then follow the directions above.

From Route 495 north or south, take Exit 41, marked Andover, and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of the center of town. At the traffic light at the intersection of Main Street and Salem Street (at the bell tower), take a left onto Salem Street. The Shuman Admission Center is on the right. Parking is located behind the building.

The Mass. Bay Transportation Authority runs commuter trains to Andover from Boston. Call them at 617-222-3200 or 800-392-6100 or visit their Web site: [www.mbta.com](http://www.mbta.com).

Andover Inn  
Chapel Avenue, Andover  
978-475-5903

Comfort Suites  
106 Bank Road, Haverhill  
(Exit 49 off Route 495)  
978-374-7755

Courtyard Marriott  
10 Campanelli Drive, Andover  
(Exit 45 off Route 93)  
(Next to Wyndham Andover Hotel)  
978-794-0700 or 800-321-2211

Holiday Inn  
Tewksbury/Andover  
4 Highwood Drive, Tewksbury  
(Exit 39 off Route 495)  
978-640-9000 or 800-465-4329

Residence Inn Boston Andover  
500 Minuteman Road  
(off River Road), Andover  
(Exit 45 off Route 93)  
978-683-0382 or 800-331-3131

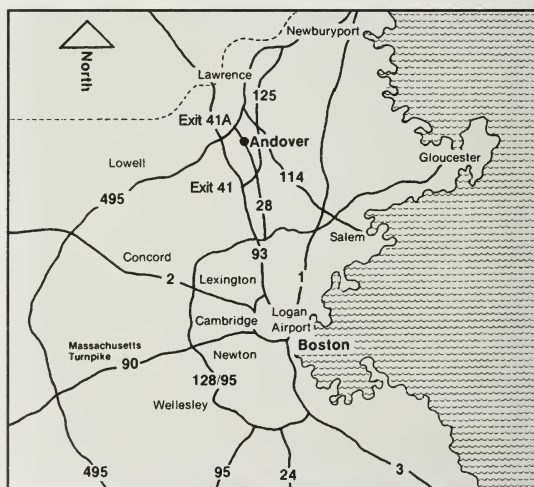
Fairfield Inn by Marriott  
1695 Andover Street, Tewksbury  
(Exit 39 off Route 495)  
978-640-0700 or 800-228-2800

Wyndham Andover Hotel  
123 Old River Road, Andover  
(Exit 45 off Route 93)  
978-975-3600 or 888-949-3300

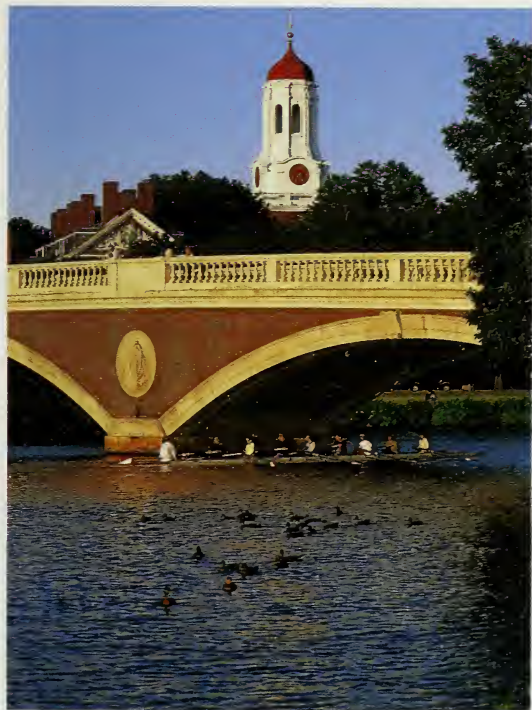
SpringHill Suites  
550 Minuteman Road, Andover  
(Exit 45 off Route 93)  
978-688-8200 or 866-449-7388

Comfort Suites  
4 Riverside Drive, Andover  
(Exit 45 off Route 93)  
978-475-6000

Staybridge Suites  
4 Technology Drive, Andover  
(Exit 45 off Route 93)  
978-686-2000 or 800-238-8000







*Andover is a 30-minute drive from downtown Boston and Cambridge. Public transportation is available from downtown Andover to Boston. (See p. 176.)*











*"Coming to Andover has been an eye-opener for me. I was suddenly exposed to so many things and points of view that I had never seen or heard of back home. It almost seemed scary at first, but looking back, I feel that the richness in diversity here was so rewarding and helpful to my growth. I have learned so much here, not only in the classroom but also from doing community service, going to different clubs, or just hanging out with friends in the dorm. Andover has taught me that as long as you remain open and always push yourself to try new things, life will be colorful and fun."*

*—Zhongrui "Henry" Yin '07, Beijing, China*



*"The decision to postpone college for a year was difficult. Yet the second I arrived on campus, I knew I had made the right decision. There is energy about this campus that is electrifying and contagious; the fact that Andover students are committed, driven, and hardworking has pushed me to new levels on the athletic fields and in the classroom. The postgraduate year also gave me the chance to explore theatre, by acting in shows and taking courses in the drama department. In addition, the friendships I have made over this year will last a long time."*

*—Jack Dilday '07, Long Beach, Calif.*

















*Notes on Andover:*



*Notes on Andover:*



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Academy, 1956.

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Frederick S. Allis Jr., Phillips  
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7/07





## CALENDAR 2007-2008

### FALL TERM

Sept. 4, Tues.  
 Sept. 8, Sat.  
 Sept. 9, Sun.  
 Sept. 11, Tues.  
 Sept. 22, Sat.  
 Oct. 12, Fri.  
 Oct. 19-21, Fri.-Sun.  
 Oct. 22, Mon.  
 Nov. 10, Sat.  
 Nov. 16, Fri.  
 Nov. 26, Mon.  
 Dec. 7, Fri.  
 Dec. 14, Fri.

Faculty returns  
 New students arrive and register  
 Returning students arrive and register  
 Classes begin  
 Yom Kippur  
 Midterm academic review  
 Parents' Weekend (all parents)  
 College Visiting Day (no classes)  
 Andover-Exeter athletic contests  
 Thanksgiving vacation begins, 5:35 p.m.  
 Thanksgiving vacation ends, 8 p.m.  
 Classes end, 1 p.m.  
 Winter vacation begins

### WINTER TERM

Jan. 2, Wed.  
 Jan. 21, Mon.  
 Feb. 1, Fri.  
 Feb. 11, Mon.  
 Feb. 23, Sat.  
 March 15, Sat.

Winter vacation ends, 8 p.m.  
 Martin Luther King Jr. Day (special schedule)  
 Midterm academic review  
 Midwinter holiday (no classes)  
 Andover-Exeter athletic contests  
 Spring vacation begins

### SPRING TERM

March 30, Sun.  
 April 21, Mon.  
 May 2, Fri.  
 May 10, Sat.  
 May 24, Sat.  
 May 30, Fri.  
 June 5, Thurs.  
 June 8, Sun.

Spring vacation ends, 8 p.m.  
 College Visiting Day (no classes)  
 Midterm academic review  
 Grandparents' Day  
 Andover-Exeter athletic contests  
 Classes end, 5:35 p.m.  
 Senior Prom  
 Commencement

*Six-day weeks include Saturday classes on September 29, October 13, April 26, and May 10.*





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